

1993-092-010

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ARTS FACULTY COUNCIL

Minutes of Meeting of May 15, 1973

2:00 - 5:15 p.m.

PRESENT: R. G. Baldwin (Chairman), J. W. Bilsland, W. A. Blanchard, F. F. Bueckert, R. J. Buck, R. L. Busch, F. D. Clandfield, M. V. Dimic, C. Q. Drummond, G. Earle, W. Eastman, E. Egert, A. T. Elder, M. Faulkes, G. F. N. Fearn, J. Forster, C. Gordon-Craig, L. C. Green, M. Gulutsan, H. A. Hargreaves, R. R. Hett, L. E. Larson, V. Lefebvre, H. T. Lewis, M. R. Lupul, M. W. MacKenzie, G. Marahrens, J. K. Masson, J. P. Meekison, R. J. Middleditch, R. G. Motut, R. G. Moyles, S. R. Munro, J. O. Orrell, N. J. Parker-Jervis, R. A. Pearce, K. D. Prithipaul, M. Prokop, P. A. Robberecht, E. J. Rose, S. Rose, A. A. Ryan, M. Sasonkin, G. Schaarschmidt, R. A. Shiner, R. Silvester, B. Smith, M. D. Stewart, B. Tarver, F. L. Weichman, B. W. Wilkinson, C. R. Wilson, N. Yates, R. A. Young, P. F. Zelhart.

1. Tribute

At the start of the meeting Professor Ryan rose to present the following tribute, which was unanimously accepted by Council on behalf of the Faculty as a whole:

R. K. GORDON

Professor Emeritus R. K. Gordon of the Department of English died yesterday in Penticton, British Columbia, at the age of 86. It seems fitting at this time to recall the motion passed by this Council on May 10, 1950, on the occasion of his retirement,

"That the Faculty of Arts and Science express and record its deep appreciation of the long and effective service of Dr. R. K. Gordon.

Robert Kay Gordon joined the staff of this University in 1913. He has been a member of this Council for thirty-two years and served as Acting Dean during a difficult period with great efficiency. Since 1937 he has been Head of the Department of English. His presence in Council and on many necessary committees has always given us a sane, mature, and steady influence.

Dr. Gordon's books and articles have added lustre to his career and reflected credit upon this University. He is widely known for his work on Anglo-Saxon poetry, Chaucer, Sir Walter Scott, and other subjects. Since 1938 he has been a Fellow of the Royal Society of Canada.

It is with genuine regret that we see Dr. Gordon resign. He has been to us a model of integrity, whom we shall long remember for his keen wit, his never-failing modesty, the pithy brevity of his speech, his broad and generous tolerance, and his quiet insistence on standards. He has inspired warm personal affection in generations of students and colleagues.

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To him and to Mrs. Gordon whose kindness, good taste, and hospitality have had much to do with establishing the friendly spirit of this University, we wish in retirement many serene and happy years."

It was characteristic of Dr. Gordon that he chose early retirement, before, as he remarked to some of us, "people begin to make allowances for me," and it is good to know that although not in robust health, he lived to enjoy those serene and happy years.

I should like to move, and Professor Elder will second, that this Council endorse its earlier commendation, and extend its warmest sympathies to Mrs. Gordon and her family.

2. Executive Committee Report

[The report having been circulated to members in advance of the meeting, a copy is attached to the official Minute only.]

Item 4. of the report (Soviet and East European Studies Committee) was removed for separate discussion, at which time the recommendation of the Executive Committee was formally presented to Council (moved by Professor Eastman, seconded by Professor MacKenzie):

THAT Council support the transfer of the Interdepartmental Committee on Soviet and East European Studies from the Faculty of Arts to the Faculty of Graduate Studies and Research (alternative arrangements to be made within Arts Faculty with respect to its undergraduate activities).

A request was made for information on the "alternative arrangements," one member expressing regret that the Honors Program would now presumably be administered separately from the M.A. Program. Dean Baldwin pointed out that there were at present no students in this Honors Program, but that in any event, it was intended that the Executive Committee explore all ramifications of the transfer, following which a specific recommendation with respect to administration of the undergraduate activities be offered for Council's approval.

Motion carried.

It was then moved by Professor Bueckert, seconded by Professor Eastman,

THAT the report of the Executive Committee be accepted by Council.

Motion carried.

3. Report of the Committee on Academic Standing - May 1973

[The report having been distributed to members prior to discussion, a copy is attached to the official Minute only.]

3.1 Special Cases

Two additions were made to the list of special cases (pp. 9 & 10 of the report):

CIONA, Steve Michael

SNOWDON, Nancy Jean.

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Special Cases (cont.)

The individual cases were then reviewed by Council:

BARLOTT, Deborah Ann

It was moved by Mr. Middleditch, seconded by Professor Blanchard,

THAT Mrs. Barlott be granted a B.A. (General) degree, notwithstanding the fact that she lacks a half course in a second area of concentration.

Motion carried.

MANNING, Ronald Ernest

It was moved by Mr. Middleditch, seconded by Professor Blanchard,

THAT Mr. Manning be granted a B.A. (General) degree, by virtue of being allowed to offer for credit a half course in Educational Psychology.

Motion carried.

CIONA, Steve Michael

Background: Mr. Ciona last year completed all the requirements for the B.A. (General) degree and subsequently reenrolled in the B.A. Program in Canadian Studies, on the basis that he complete five additional courses to fulfil the requirements of the latter degree. As a result of his poor showing in the Canadian Studies Program he would fall into Category C - required to withdraw; but he is nevertheless qualified to receive a B.A. (General) degree. [Acceptance of the latter degree would bar Mr. Ciona from readmission to the Canadian Studies degree program at a later date, unless a certificate in Canadian Studies is created--see Snowdon below.]

Mr. Middleditch was asked whether the student was aware of his standing, and he replied that the Program Office had made several attempts to contact Mr. Ciona, without success.

It was moved by Professor Meekison, seconded by Professor Dimic,

THAT, provided Mr. Ciona has been reached before Convocation and accepts, this Council bestow upon him the 3-year B.A. (General) degree; the student protesting or not found, he be added to the list of failed B.A.'s and required to withdraw.

Professor E. J. Rose then suggested that, if Council so desired, an omnibus motion might be presented, i.e. to apply not only to Mr. Ciona, but to any student in similar circumstances. The suggestion was taken under advisement for the future.

Motion carried.

SNOWDON, Nancy Jean

Background: Miss Snowdon was awarded the B.A. (General) degree in May 1972, and in September 1972 she was accepted by the Faculty for admission to the new Canadian Studies program, on the basis that she complete five additional courses to fulfil the degree requirements. Miss Snowdon successfully completed the requirements;

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Special Cases (cont.)

however, it was subsequently discovered that she is not eligible to receive the B.A. in Canadian Studies (she has already been awarded a B.A. degree), nor is there at present provision for a Certificate in Canadian Studies following a B.A. (General) degree. (Miss Snowdon is eligible to receive a Certificate for the B.A. (Special); however, the latter does not specify the area of specialization.)

Professor Hett, Chairman of the Canadian Studies Committee, was asked to comment, and he indicated that, rather than have Miss Snowdon's case considered under the aegis of special pleading, he would prefer to see the creation of a Certificate in Canadian Studies which could be awarded to any student who successfully completed the program requirements, after having been awarded the B.A. (General) degree. One member suggested that such action might set an undesirable precedent in that students engaging in other special studies programs within the Faculty might wish to be accorded similar recognition of their specialties. Here it was pointed out that a distinction already exists; i.e. the Canadian Studies program is the only one of these programs (with the exception of Honors) having the status of a B.A. degree program.

It was moved by Professor Hett, seconded by Professor Meekison,

THAT General Faculties Council be asked to approve on behalf of the Faculty of Arts the establishment of a certificate (modelled on that issued to students who qualify for the B.A. (Special) Certificate, having successfully completed the fourth year following the awarding of the three-year B.A. (General) degree) which will specify that the student has satisfactorily completed the equivalent of the requirements of the 4-year B.A. program in Canadian Studies.

Motion carried.

It was recognized that the foregoing motion did not provide a solution for Miss Snowdon's immediate problem, whereupon it was moved by Professor Buck, seconded by Mr. Middleditch,

THAT Miss Snowdon having satisfied the requirements for the B.A. (Special) Certificate, she be added to that section of the list of graduands, and that, should a Certificate in Canadian Studies be created, she be considered for the latter award.

Motion carried.

3.2 Recommended for the degree of B.A. (General)

The following name was added to the list:

ROUSSEAU, Danielle Marthe

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The complete list of graduands having been scrutinised by Council, it was moved by Professor Larson, seconded by Professor Yates,

THAT the report of the Academic Standing Committee be accepted as amended by Council.

Motion carried.

4. Report of the Honors Committee - May 1973

[The report having been distributed to members prior to discussion, a copy is attached to the official Minute only.]

4.1 Graduands

It was moved by Professor Wilson, seconded by Professor Robberecht,

THAT Council approve the list of Honors graduands (items 1.1-1.3 incl. of the report).

Professor Egert requested that the area of specialization for G.A. Fundas (p. 2, item 1.3 of the report) be corrected to read: Germanic and Romance Languages.

Motion carried.

(list of Honors grads. approved, as amended)

4.2 Departmental Representation (academic staff) on the Honors Committee

It was moved by Professor Wilson, seconded by Professor Buck,

THAT Council accept the list of departmental representatives (and alternates) to the Honors Committee, as specified in the report (item 3.)

It was noted that Professor Robberecht had been nominated to represent the Departments of Comparative Literature and Romance Languages with the knowledge and consent of both departments, neither of which anticipates any conflict of interest.

Motion carried.

5. Report of the Course and Calendar Change Committee - April 30, 1973

[The report having been distributed to members in advance of the meeting, a copy is attached to the official Minute only.]

It was moved by Mr. Middleditch, seconded by Professor Dimic,

THAT the calendar proposals presented by the Department of Comparative Literature be approved.

Motion carried.

6. Executive Committee: Academic Appeal Body during Summer Months

Dean Baldwin reminded members of legislation passed by Arts Council on October 27, 1971, in effect making the Executive Committee the appeal body of the Faculty. He then cited the difficulties in calling together the full Executive Committee (the legally constituted appeal body) during the summer months, and asked Council to consider the alternative recommended by the Executive Committee. On a motion by

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Professor Hett, seconded by Professor MacKenzie, the resolution passed by the Executive Committee on May 1, 1973 was formally presented to Council:

THAT the Executive Committee be authorized to meet as an appeal body provided there are five members in attendance, and that if five current members cannot be obtained for a meeting, the Dean be authorized to add to the Committee from former members of the Executive Committee sufficient numbers for the purpose of functioning as an appeal body.

Motion carried.

7. Curriculum Committee Report on Extra-Faculty Courses

[The April 1973 report having been distributed to members in advance of the meeting, a copy is attached to the official Minute only.

Note: This report is a revised version, Executive Council on March 5, 1973 having referred back to the Committee for further consideration a series of recommendations contained in an earlier report dated February 1973.]

It was moved by Professor Orrell, seconded by Professor MacKenzie,

THAT the proposals on pp. 2 and 3 of the Curriculum Committee's report be accepted by Council.

In speaking to the report, Professor Orrell reminded members that the original proposal was to permit students to take up to 3 courses outside the Faculties of Arts and Science provided they formed a coherent part of their academic program; the judgement as to whether they were coherent or not was to have been made by departments within the Faculty. That proposal was referred back to Committee, together with an unresolved amendment which would in effect have done away with the conditions of coherence and departmental permission. The Committee had reconsidered both its own proposal and the amendment; the present report is the result of that consideration. Professor Orrell emphasized that the proposals were in the nature of an experiment since the numbers of students desiring extra-Faculty courses, and the types of requests, are presently unknown quantities. Under the circumstances, the Committee felt it advisable to recommend a limited number of guidelines to be administered over a 3-year period, following which the experiment would be assessed in light of practical experience.

Members were also reminded of the G.F.C. resolution which was passed a year and a half ago, urging faculties to become more flexible.

In the debate which followed, the first point at issue was the clause dealing with the exclusion of skills courses (A. 1. (a) of the report), on the grounds that (a) it would be difficult to administer, (b) it would, to a degree, serve to defeat the overall aim of flexibility, and (c) the particular phrasing might prove to be unnecessarily provocative to other faculties.

Budgetary considerations were then raised in terms of the loss of student contact hours within the Faculty as a result of their opting

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for extra-Faculty courses. Here it was suggested that that is part of the price of belonging to the larger university community, and that in any event, since other faculties send their students to us, the end result would in all probability be a "trade-off."

Professor E. J. Rose then raised the possibility of amending the motion--via the deletion of items (1) to (4) of the proposals--so that the force of the amended motion would be to permit Arts students to take up to three courses outside the Faculty without any constraints. Other members were reluctant to excise the complete set of guidelines, citing, in particular, the present conflict between Arts and Business Administration & Commerce as justification for retaining A. 1 (b) (the central content of the chosen courses must not be available in courses already offered in the Faculties of Arts or Science).

At this point in the discussion, Professor Hett informed Council that the Canadian Studies Committee was favorably disposed toward the report in general, and that, should it be rejected by Council, the Canadian Studies group would in all probability be presenting a similar proposal in the fall, at least on behalf of the Canadian Studies students. Here the point was made that students in the Canadian Studies program (and in the Honors program where 3 extra-Faculty courses are now permitted) have the benefit of close supervision and counselling, whereas the proposed amendment, if accepted, would waive the proposals designed to assist the general student in choosing courses that are conceptually, methodologically or professionally appropriate to his program. This led to an exchange of views on the subject of coherence in the Arts programs: (1) that the 3-year and 4-year B.A. programs are very general in nature, and that the student's freedom of choice should extend to the extra-Faculty courses; and (2) that the B.A. programs are in fact structured--as reflected in the areas of concentration and the required courses--and that permission to take extra-Faculty courses should be weighed on similar academic grounds.

Professor Fearn then proposed that item A. of the report be amended to read "that after satisfactory completion of his first year, a student in the B.A. (General) program be permitted to take a maximum of 2 extra-Faculty courses, and a student in the 4-year B.A. (Special) program be permitted a maximum of 3 extra-Faculty courses"; however, it was noted that the Curriculum Committee had discussed such a proposal and rejected it, on the ground that its members did not wish to preclude the opportunity of three extra-Faculty courses being made available to students in the B.A. (General) program.

At the suggestion of the Chair, it was agreed that a formal motion for amendment would be entertained; otherwise Council would be asked to vote on the motion put forward at the outset of the discussion. It was then moved by Professor E. J. Rose, seconded by Professor Wilkinson,

- A. THAT after satisfactory completion of his first year, a student in the B.A. (General) Program or the B.A. (Special) Program may take up to two courses, and in extraordinary circumstances three, outside the Faculties of Arts and Science. The central content of the chosen courses must not be available in courses

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already offered in the Faculties of Arts or Science.

- B. THAT the above system be put into force for a period of three years only, after which the Curriculum Committee will review it.

A recommendation by Professor Meekison was then accepted, namely, that the foregoing amendment include specific reference to the B.A. in Canadian Studies.

An amendment to the amendment was then moved by Professor Meekison, seconded by Professor Green:

THAT item (3) of the Curriculum Committee's proposals be included: A petition for a third course outside the Faculties of Arts and Science will be entertained by the Curriculum Committee and approved if exceptional circumstances seem to warrant.

It was noted that the amendment to the amendment, if passed, would alter the terms of reference of the Curriculum Committee, in effect making it an administrative arm of the Dean's Office; it was also noted that there are precedents for this (Academic Standing & Honors Committees). The point was also made that, should item B. be passed--providing for a review by the Curriculum Committee after a 3-year trial period--the Committee should be afforded the opportunity of first-hand experience in seeing what students want and the bases for their wishes.

The amendment to the amendment was put to a vote.

Motion carried.

The amended amendment was put to a vote.

Motion carried.

The original motion, as amended, was then formally presented to Council:

- A. THAT after satisfactory completion of his first year, a student in the B.A. (General) Program, the B.A. (Special) Program, or the B.A. in Canadian Studies may take up to two courses, and in extraordinary circumstances three, outside the Faculties of Arts and Science. The central content of the chosen courses must not be available in courses already offered in the Faculties of Arts or Science. A petition for a third course outside the Faculties of Arts and Science will be entertained by the Curriculum Committee and approved if exceptional circumstances seem to warrant.
- B. THAT the above system be put into force for a period of three years only, after which the Curriculum Committee will review it.

Motion carried.

May 15, 1973 - 9.Academic Planning Committee Report on Restriction of Enrollment

[The report having been distributed to members in advance of the meeting, a copy is attached to the official Minute only.]

It was moved by Professor E. J. Rose, seconded by Professor Marahrens,

THAT the recommendations in the report (p.4, recommendations 1-4) be accepted by Council.

In speaking to the report, Professor Rose referred to the earlier Reinhold Committee Report (on which the APC based its recommendations), drawing attention to item I.B of that report, and to the APC's recommendation for replacement of that item, which asserted that a number of unrestricted courses were to be provided at the 200 and 300 level. In Professor Rose's view, it is necessary for the departments to be able to restrict enrollments because it is the only way they [departments] can control their own internal development in academic, pedagogical and experimental terms. [This point of view was supported by another member of the English Department who subsequently voiced his concern about the adverse effects of unrestricted enrollments, as applied to service departments.] Professor Rose added that the proposal to allow departments to establish ceilings was not entirely without precedent since, under Academic Plan 9, a ceiling was accepted for the Faculty as a whole.

At the outset of the debate, it was noted that there was some ambiguity in recommendations (1) and (2) of the APC Report as to the force of the "Dean's permission" vis-à-vis "departmental freedom," and that this could have special significance in terms of decisions to close off 200 and 300 level courses which are prerequisites for courses at higher levels. The reservation was expressed that, although the APC proposal appeared to be moving in the direction of departmental autonomy, it could conceivably have the undesirable result of affecting the structure of the Faculty; i.e. that the authority vested in the Dean is applied from the point of view of the interests of the Faculty as a whole, whereas this is not necessarily the case in individual departmental decision-making.

A distinction was made between the Reinhold Committee Report and that of the APC: The Reinhold Committee Report was devised as the means for handling extraordinary crisis situations, and was intended merely as advice to the Dean; the APC Report is not directed to a crisis situation [as understood in terms of the Reinhold Report], but rather, to serve as the means for allowing departments to restructure their academic activity in terms of enrollment ceilings.

There was the further comment that, Council having just passed legislation permitting Arts students to take courses outside the Faculty, it was perhaps an inappropriate time to contemplate a restriction on courses within the Faculty.

At the suggestion of the chair, it was decided to divide the question (Professor Rose having countenanced such action when presenting the motion):

APC Recommendation #1

A. If it becomes apparent that quotas will be necessary during a given registration period, the following procedure should be followed:

1. Prior permission should be obtained from the Dean to admit students in the order of priority indicated:
 - i) those who require a given course for a specific program;
 - ii) those who elect a given course on a documented recommendation of the department of their concentration;
 - iii) others.
2. Students in category (i) should be given a confirmed registration and students in categories (ii) and (iii) a provisional registration.

Students given a provisional registration should be warned that they may be required, subsequently, to drop the course and should therefore be prepared to enroll in another course. The department imposing the restriction on enrollment in a certain course should be prepared to advise students on appropriate alternatives within the department.

3. In the event that the number of students falling within category (i) exceeds the enrollment limit of the course, the decision on admitting students should be based on
 - (a) the importance of the course in the student's program [e.g. priority of BFA over B.Sc. (Household Ec.) students in admission to Art 231];
 - (b) the requirement of the course as a prerequisite for other courses in the program;
 - (c) the possibility of postponing the course to a later year (i.e. everything being equal, priority is to be given to senior students).

While a preliminary screening can be done by the department limiting enrollment in a given course, especially to identify clearly admissible students, final admission should be determined in consultation with the Dean who may have to contact other departments and/or faculties to effect a change in the program of some students.

4. The same procedure as outlined in (3) above should be followed if, after all category (i) students have been admitted, the number of category (ii) students seeking admission exceeds the still available places in the course.
5. If it becomes evident that some students in category (iii) can be admitted, this should be done by lot.

Motion carried.

May 15, 1973 - 11.APC Recommendation #2

THAT departments in the Faculty of Arts have the freedom in terms of their FTE allotment to close courses at the 200 and 300 level in accordance with the principles established in I. A.

Members questioned the necessity of voting on this section of the report, in light of Council having accepted the immediately preceding motion, which stipulated that the permission of the Dean was necessary; however, there being no motion to table, the vote was taken.

Motion defeated.

On a procedural point of order that he had failed to get the attention of the Chair when he wanted to introduce a motion pertinent to #2, Professor Dimic received general consent to make his motion though discussion had moved on to #3. It was moved by Professor Dimic, seconded by Professor Busch,

THAT recommendation 1.B of the Reinhold Committee Report be accepted by Council: Given the circumstances that restrictions have to be imposed in some courses most likely affecting the general student, it is the responsibility of all departments to see that a number of 200 and 300 courses be completely unrestricted so that they are always available to the general students.

Motion carried.

Members then returned to consideration of the specific recommendations of the APC.

APC Recommendation #3

THAT "Arts" be added to the list of faculties in the Calendar statement 13.1.3.

As a point of clarification, it was noted that 13.1.3 is a very special section of the Calendar, having to do with "quota faculties" (Medicine, Nursing, etc.), and with very special circumstances such as are involved in Fine Arts.

Reference was again made to the precedent of the quota accepted under Academic Plan 9, and, again, there was the counter-suggestion that it was not an appropriate time to contemplate a restriction on courses within the Faculty.

Motion defeated.

APC Recommendation #4

THAT the procedure to be followed in imposing quotas on courses offered during the Summer Session and the Evening Credit Program should be the same as that to be adopted in the Winter Session.

Dean Baldwin pointed out that late afternoon classes and Summer Session classes are governed by a number of University-wide considerations, and

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that these should be taken into account before a move is made to subject them to the procedures proposed for the courses offered in the regular session. The Dean then asked Professor Rose whether he would be prepared to refer this motion to the Dean's Office for further study of its implications; Professor Rose signified his consent on behalf of the APC.

Motion withdrawn.

(Further study to be made by the Dean's Office of the implications for Summer Session, Evening Credit and Spring Session.)

9. Student Participation on Selection and Review Committees for Chairmen of Departments

By general consent, this item (which does not affect existing committees) was deferred for consideration in the fall.

10. Other Business: Reported for Information

10.1 Selection Committee for the position of a President

The Selection Committee has announced that it will receive written applications or nominations for the position of President until a selection is made (i.e. the deadline has been suspended); these should be addressed to Mr. John Nicol, Secretary of the Board, and accompanied by a résumé of qualifications.

10.2 Advance Registration

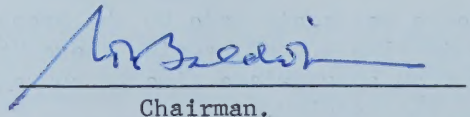
It is still not known whether advance registration will be implemented for 1974/75 (pending budget decision).

10.3 Annual Reports

Members were reminded of the May 31 deadline for submission of Annual Reports to the Dean's Office.

11. Adjournment

By general consent, the meeting was adjourned at 5:15 p.m.


Chairman.

EXECUTIVE COMMITTEE REPORT - Meeting of May 1, 19731. Student Petitions/Appeal1.1 Petition for Aegrotat Standing: W. C. Douglas

Mr. Douglas has spent approximately eight weeks in University Hospital since the first of the year, and according to doctors' statements, his treatment will continue for some time. He applied for aegrotat standing (Anthropology 307, Anthropology 325, Political Science 360, History 379), citing a satisfactory course average to date, and the instructors concerned signified their support of his request.

Petition granted.

1.2 Petition for permission to complete remaining B.A. (General) requirements (4 courses) as a Visiting Student at the University of Ottawa: Miss Ellen Yeung

Miss Yeung based her petition on domestic grounds: a) her forthcoming marriage in June and her desire to accompany her husband to Ottawa where he will be working for approximately six months, and b) her wish to complete her program by December 1973 because of financial commitments to her family.

Members queried Mr. R. J. Middleditch, Assistant Director of Student Programs (who joined the meeting for discussion of this petition), as to how Miss Yeung could hope to complete 4 full-year courses at the University of Ottawa within the time limit she proposed, namely December 1973. He replied that one means would presumably be by completing two courses in Summer Session and 4 half-year courses in Fall Session. He also pointed out that the petition, if granted, would in any event be subject to all requirements of the program being met, and referred to the procedures in existence between universities for surveillance of visiting students.

Petition granted.

1.3 Appeal to be allowed advanced credit for 14 courses toward the B.A. (Special), on transfer from Red Deer College to the U. of A.: Miss Diane Kun

Miss Kun requested a major exception to the University regulation that "a student transferring to the University from a college that is authorized to give one year of university work shall be granted normally a maximum of one year of advanced credit; a student transferring from a college that is authorized to give two years of university work shall be granted normally a maximum of two years of advanced credit" (item 11.2 Junior Colleges, General Faculties Council Policy Manual). In effect, in Miss Kun's case a maximum of 10 courses may be credited on transfer.

Notwithstanding the foregoing, Miss Kun based her appeal on Section 14.6 of the General Calendar which states that "a student proceeding towards a first degree will normally be required to attend at least one academic year and complete a full year's program." (The latter statement was conceived before the B.A. (Special) came into being.) In support of her appeal to be allowed more than 10 courses, she

cited having received from the Arts Faculty Student Program Office assurance that only one year of courses at the University was required and that as a result, she had "made commitments and built up expectations for next year." Misinformation was given to Miss Kun in an interview on March 2, 1973; however, this was subsequently corrected in a letter dated March 19, and, in any event, there is a letter on her file dated October 17, 1972 (when Miss Kun first investigated the possibility of a transfer) from the Red Deer Dean of Studies in which it is stated, "She is aware of the University of Alberta's regulation that prevents a Red Deer College student receiving advance credit for more than ten courses in a University of Alberta program."

In general discussion of the University/junior college relationship, members were firmly convinced that on academic grounds--quality of teaching staff, quality of university environment, library, labs., etc.--the maximum number of courses to be accepted for advanced credit on transfer from a junior college should be 10, as specified (meaning in effect that for the 3-year B.A. (General) the third year of the program is to be completed at the U. of A., and for the 4-year B.A. (Special) the 3rd and 4th years are to be completed on this campus).

In the specific case in question, members rejected the appeal that major commitments had been made in the 17-day period from March 2 (when Miss Kun received incorrect information) and March 19 (when the appropriate regulation was quoted to her), on the basis that a) Miss Kun was already three-quarters of the way through the program in question, and b) there is concrete evidence on file indicating that as far back as October 1972 she was aware of the limitation of 10 courses for advanced credit on transfer from Red Deer.

Appeal denied.

2. Results of the recent ballot to elect 5 Arts Faculty Representatives to G.F.C.

The following were elected to serve three-year terms, commencing July 1, 1973:

E. D. Blodgett	Associate Professor	Comparative Literature
R. N. Bosley	Associate Professor	Philosophy
P. J. Cahill	Full Professor	Religious Studies
P. A. Robberecht	Associate Professor	Romance Languages

In addition, Professor C. W. Hobart (Sociology) was elected for a one-year term (replacing Professor Crighton, Music Dept., who is going on sabbatical leave).

3. East Asian Studies Committee

On April 2 the Executive Council of the Faculty gave its approval to the formation of an ad hoc Committee for Information and Advice on East Asian Studies (but without any commitment as to future developments).

Executive Committee recommends that membership on the East Asian Studies Committee be as follows:

C. Caldarola, Sociology (Chairman)
 D. Bai, Anthropology
 H. Cummins, Political Science (membership to take effect on his
 return from leave, Jan. 1/74)
 Assistant Dean S. R. Munro
 K. D. Prithipaul, Religious Studies

Executive Committee also recommends that a representative from the History Department be nominated sometime next year (the two members of the History Dept. who signed the original petition to establish this Committee--Profs. B. L. Evans and H. J. Jones--are expected back on campus by mid-1974).

4. Soviet and East European Studies Committee

Dean Baldwin referred to the G.F.C. resolution of September 25, 1972 making interfaculty interdisciplinary and multidisciplinary graduate student programs administratively responsible to the Dean of the Faculty of Graduate Studies and Research. That act will legitimize the transfer from the jurisdiction of the Faculty of Arts of its Committee on Soviet and East European Studies to the Faculty of Graduate Studies & Research, provided that Graduate Studies finds that it meets the G.F.C. definition of "interdisciplinary etc.". The Committee itself had previously recommended such a transfer, and the policy of our Faculty has been to support the idea, at least insofar as graduate involvement is concerned. Grad. Faculty was at first amenable to immediate transfer, but subsequently expressed a desire to defer action, pending decision on an M.A. program in this area.

Executive Committee agreed that Arts Faculty should ready itself for the action proposed and, accordingly, recommends THAT Council support the transfer of the Interdepartmental Committee on Soviet and East European Studies from the Faculty of Arts to the Faculty of Graduate Studies and Research (alternative arrangements to be made within Arts Faculty with respect to its undergraduate activities).

5. Banff School of Fine Arts: Accreditation of Courses for Transfer Credit

Executive Committee gave its approval to the joint recommendations of the Drama Department and the Curriculum Committee:

1. That credit be given as below for the following courses:

a) Advanced Acting	-	Drama 250
b) Directing	-	Drama 382
c) Advanced Playwriting	-	Drama 360
d) Advanced Stagecraft	-	Drama 270 (except for B.F.A. (Design))
2. That in order to qualify for accreditation students must possess matriculation entrance for B.A. or B.F.A. (Drama).
3. That faculty offering the above courses meet Faculty of Arts approval through an annual review by the Department of Drama.
4. That written and/or practical examinations be included in

courses which are to be taken for credit.

Note Advanced Stagecraft is recommended to be withheld for credit from those in B.F.A. (Design) because of the integral nature of this core course in the first year of the Design program.

6. Proposal to extend Christmas Vacation

For information: All parts of the University that responded to an invitation to comment on Professor Campbell's proposal for an extended Christmas vacation opposed it, and, therefore, the G.F.C. Executive on April 2, 1973 decided no further action was indicated.

7. Minutes of Executive Council meeting of April 2

In accord with a practice approved by Council on October 30, 1972, the Executive considered and approved the Minutes of April 2.

REPORT OF THE MAY 73 MEETING OF THE FACULTY OF ARTS COMMITTEEON ACADEMIC STANDING *

- 1.1 Recommended for the John MacDonald Gold Medal
McLEOD, Gordon Ross
- 1.2 Recommended for the degree of Bachelor of Arts (Special with Distinction)
 ACHTEM, Lorraine Marie KVILL, Donald Raymond
 COBBAN, Charles Penny LAYTON, Frank Perley
- 1.3 Recommended for the degree of Bachelor of Arts (General) with Distinction
 BEACON, Delores Helen McNEIL, Peter Louis
 CAVANAGH, Elizabeth Anne MORGAN, Donna Janette
 CONSTABLE, Dorothy Ann NEELAND, Donald Kenneth
 COWARD, Eldon Cecil OLSHANOWSKY, Patricia Jane
 DEGROOT, Pieter PANYCH, Larry Patrick
 DENT, Frederick William PEARCE, Diane Gayle
 DUFFIELD, Madelon Rose POLSFOT, Donald Lawrence
 ESAU, Alvin Arthur PRINGLE, Heather Anne
 FALCONER, Sandra REIMER, Janice Rhea
 GARDINER, Beverly Jean ROGERS, Gayla Sue
 GRAHAM, Mary Harriet
 GRAYDON, Donald James ROWBOTTOM, Leslie Thomas
 HANSEN, Bent Edvard RUBIN, Virginia Carol
 HIRABAYASHI, Jay SAFRAN, Laura Marilyn
 HUGHES, Linda Maureen SEAGER, William Edward
 LE GRAS, Julie Anne SMITH, Carol Phyllis
 LEWIS, Shirley Alice SOLTYSIAK, Henry Mark
 LUCIOW, Gary Nelson SPINKS, Gary Jacob
 LUKENCHUK, Kerry Gail STELTER, Patricia Lynn
 McGECHIE, David Henry WILLETTTS, Lois Ellen
- 1.4 Recommended for the degree of Bachelor of Arts (Special)
 BJORNSTAD, Gale Elaine MacIVOR, June Elizabeth Jacqueline
 ENGELHARDT, Etienne Friedrich PHILLIPS, Samuel Glen
 GAHR, Gary Allen RICHARDSON, David Allan
 HANNA, Laurie Jean SANREGRET, Linda Marie
 HILDING, Barbara Anne SHIPKA, Christine Ann
 HURT, Leslie John THEROUX, Barbara Clare Mary
 KANGAS, Lynn Diane THEROUX, Reginald Francis
 KEELY, Shirley Louise ULMER, Frederick Francis
 KEITH, Moray Blair

1.5 Recommended for the Special Certificate

BEREZOWSKY, Joyce Lillian	PASIEKA, Terry John A.
GLASIUS, Kenneth Brian	PELKIE, Dennis Joel J.
CRUMP, Elizabeth Rose	PEMBERTON, John T.
EVANS, Paul Meason	RUSSELL, Douglas M.
FREY, Marc Wilbert	SOLYMA, Alice Olga
HURLEY, Maurice George	SPITZ, Peter David
LOVE, Diane Margaret	STEEL, Stanley David
MAZUREK, James Michael	SWORD, Michael William
MOORE, William Scott	TURZANSKY, Andrew

1.6 Recommended for the degree of Bachelor of Arts (General Program)

ABBOTT, Martin Gary	BEREZAN, Jack W.
AINSLIE, Lucille D.	BETKOWSKI, Stefan Piotr
ALBERT, Adrian Leslie	BEVINGTON, Dennis Fraser
ALBRIGHT, Ruth Maxine	BIGG, Gary John
ALLSOPP, Brian Richard	BILYK, Gary Eugene
ALTON, Wayne Lorne	BISHOP, Robert Judson
ANDERSON, Terry Dale	BISSETT, Elaine Dorothy
ANDREASSEN, David Edgar Dahl	BJORGE, Barbara Ruth
ANDREW, Beth Ellen	BLAKEY, Brenda Frances
ANDREW, John R.	BLANCH, Valerie Jean
ANDREW, William Steven	BLUMELL, Richard Charles
ANTRIM, Flora Margaret	BOBROWSKY, Jeannine
ARMSTRONG, David Robert	BOKENFOHR, Paul Clement
ARNASON, Arne Edward	BORGSTROM, David Oscar
BAILEY, Catherine Ann	BOUEY, Christopher Charles
BALL, Carla Joan	BOYCE, Margaret Anne
BARFETT, Alyne Marie	BOYD, Jean Catherine
BARNETT, Jennifer Colleen	BOYD, Marjorie St. George
BASFORD, Gillian Isobel	BOYKO, Anne Stephanie
BAUMAN, Richard Wayne	BRABBINS, Darcy James
BEAUDRY, Lorraine Marguerite	BRADLEY, Thomas Douglas
BELLCHAMBER, Gillian	BROWN, Ian Robert
BENEDICT, Glen Russell	BROWN, Joan V.
BENNETT, Pearl	BUCKNELL, Barry Harold

Recommended for the degree of Bachelor of Arts (General Program) continued

BULMER, Derek Shannon	COOK, Richard Sidney
BURCH, Mary Jeanne	CORLETT, Leslie John
BURROWS, Brian Russell	COUTU, Jacqueline Claire
BURROWS, Jeffrey Alan	COWLES, Frank
BURZMINSKI, Leona Patricia	CROSBIE, Isobel Nicola
BUTT, Brenda Elizabeth	CROSS, Wendy Lynne
CAIRNS, Michael Terence	CROXTON, Howard Gary
CAMERON, Robert Bruce	DACHIS, David Lorne
CAMPBELL, Blythe Elizabeth	DAECHSEL, Donna Marie
CAMPBELL, Danielle Ann	DALE, Frances Susan
CAMPBELL, Gregor Cole	DANCOCKS, Daniel George
CAMPBELL, Mary Elizabeth	DAVIDGE, Charles Barton
CAMPBELL, Roderick Andrew	DAVIES, Carol Bevan
CAMPSALL, Dorothea Martha	DAVIS, Brock Ian
CANNIFF, James Raymond	DAVIS, Roger Allan
CARDINAL, Paul Guy	DE GRACE, Patrick John
CARLSON, Kenneth Emil	DIEPEVEEN, William
CARLSON, Rhonda Eulalia	DIXON, Charles Allan
CARR, James Warren	DOEHRING, Hans Joachim
CARSCALLEN, Anne	DONAHOE, John Joseph
CAWKELL, Kenneth A.	DOUGLAS, William Charles
CHARUK, Raymond Edward	DOWNEY, Georgia Lynn
CHEESMAN, Terence Philip	DOWNIE, Bonnie Lynne
CHENG, Samuel T.	DUFORT, Carmen Rose
CHERKAWSKY, Roman John	DUNCAN, Karen Jan
CHESHIRE, Robert B.	EISEN, Bart
CHISHOLM, Nancy Irene	ELLISON, Joanne Flo
CHMILAR, Tillie W.	ELLSON, Margaret Dale
CHOW, Ki Way Raymond	EMPSON, Gregory Charles
CHURCHILL, Niccela	ENGLISH, Elvie June
CLARKE, Darlene Laurel	EPSTEIN, Laurence Michael
COCKBURN, John Ralph	EREISER, Evelyn
COHEN, Thyrsa Frances	ESCH, Margaret Isabella
COLE, Roger Eldon	EWASKOW, Rosalee Mary
COOK, Derek Ronald	FOLLACK, David John

Recommended for the degree of Bachelor of Arts (General Program) continued

FOURNIER, Heatherlynn F.
FOWLER, Richard Sherwood
FRANKO, Joseph David
FRENCH, Patrick Michael
FREY, Dean Kenneth
FROLEK, Susanne Marie
GAFUIK, Brian Arthur
GAHN, Douglas Peter
GALLAGHER, Janice Ann
GALLOWAY, Kenneth Joseph A.
GANSER, Alvin Francis

GARTSHORE, Robert M.
GAULT, Stanly Alan
GEORGE, Valerie Mae Marie
GERALD, Theresa Nora
GERRARD, Barbara June
GIETZ, Terrence Dale
GILLAN, Mary Ellen
GOBLE, Sandra Beth
GOGOWICH, William Walter
GOLONKA, Ronald Charles
GOODINE, Barry Keith
GOODMAN, Shirley Frances
GOOREVITCH, David Samuel
GOSINE, Davendranath
GOSINE, Elizabeth Anna
GRANLUND, Dennis Kenneth
GRAVEL, Gerard Raymond
GRETSINGER, Diane Margaret
HAINSWORTH, Catherine Mary
HANKINSON, Delray Neil
HANNA, Nora Margaret
HARRIS, Candice Isabel
HASINOFF, Dorothy Brenda

HEIL, Randall Craig
HEISE, Irmgard
HEMSING, Robert Lea
HENKELMAN, Justin Marcus
HERODEK, Celia Jean
HERODEK, Robert Neil
HIRSCHE, Bruce
HOAR, Carolyn Elizabeth
HODGSON, Sheelagh Elizabeth
HOHNSBEIN, Reinhold
HOLLINGWORTH, Bruce Richard
HOLT, Colleen Marie
HOPE, Munro McIntosh
HORPESTAD, Beverlie Mae
HORSMAN, Peter Alan
HRYNCHUK, Daria Charlotte
HUEBNER, Bernadette Irmtraut
HUNKA, Norman Ray
IFTODY, Darline Sarah
INGHAM, Gail Rachelle
JACKSON, Kenneth Bruce
JACOBSON, Wendy Faye
JANSEN, Reginald Bruce
JARVIS, Randal Everett John
JEFFERS, Betty April
JO, Coleen Rose Marie
JOHNSON, Mary Eileen
JOHNSTONE, Cecilia Irma
JONES, Patsy Eileen
KAN, Man-Fai Francis
KANSKY, Robert Kaye
KEEBLER, Peter
KELLEY, Arthur P.
KENNEDY, Sandra Jean
KENNEDY, Wendy Ann

Recommended for the degree of Bachelor of Arts (General Program) continued

KIEFER, Klaus Julius	MacLEAN, William Brian
KILLICK, Walter Victor	MacPHAIL, David Ellis
KINOSHITA, Patricia H.	MacQUEEN, Sharon Lynn
KIRALY, Michael James	MacTAVISH, Ronald Kenneth
KITZ, David Ryan	MAGLIOCCO, Sergio
KOOTTS, Donald Ernest	MAH, Don K.
KORZAN, Bernard Charles	MALONEY, James Cordel
KOZINA, John Walter	MANNING, David James
KUDRYK, William Vladmir	MARIANYCH, Louis William
KURBIS, Kendall Ross	MARLER, Garry James
KURIC, Stephen Michael *	MARTIN, Gregory Mills
KUSSIN, Molly	MARTINSON, Douglas Stuart
KWAN, Betty Mae	MASSIE, Margaret Anna
KYSELYTZIA, Dmytro	MATHISON, Cheryl Anne
LANGEVIN, Brenda Sue	MATKIN, Thomas Mark
LANGNER, Leonard Brent	MAWSON, Sheila Thelma
LARSON, Mary Anne	McAULEY, Court
LAVENDER, Darlene	McBRIDE, James Thomas
LAWSON, Marjorie Marie	McCARROLL, Patricia Mae
LAYDEN, Linda Mae	McCORMACK, Colin Bruce
LEDE, Betty Diane	McCREARY, William John
LEE, Arnold King	McDOUGALL, Rhoda Barbara
LEE, Donald	McDOWELL, Lynda Jean
LENTZ, Charlene Genevieve	McGREGOR, Robert Duncan
LISTER, Jeanne Kathleen	McLAUGHLIN, Richard Wayne
LITTLE, George Douglas Samuel	McMILLAN, Elo Roger
LITTLE, Paul Stephen	McMULLAN, Frederick Murray B.
LITWIN, Sharon Gloria	MELLOM, Dale Ralph
LOBAY, David John	MERCER, Daniel Joseph
LOFGREN, Padget Duane Morris	MERCEREAU, Kathy Lee
LUDVIGSEN, Carol Ann	MERRIFIELD, Bruce Henry
LUNN, Rowena Fay	MICHAEL, Patrick Lee
MacDONALD, Jean Audrey	MIDDLETON, Allan Murray
MacDONALD, John Alan	MILLER, Deborah Anne
MacKAY, Margaret Anne	MILLER, Margaret

* Subsequently awarded degree "With Distinction"

Recommended for the degree of Bachelor of Arts (General Program) continued

MITCHELL, Frances Anne	PARKATTI, David Thomas
MITCHELL, Kirk Addison	PARSONS, Ronald Brian
MOILLIET, Mary Elizabeth	PATON, Thomas Donald
MOIR, Susan Mary	PATRICK, Sharon Cecilia
MONCRIEFF, Thomas Joeseeph	PAWLYK, Judy Anne
MORCK, Janet Ethel	PEASGOOD, Edward Thomas
MOREAU, John Michael	PETRUSEK, Elizabeth Bernadette
MORGAN, Kenneth William	PICHOCH, Diane Dorothy Ann
MORIE, Jocelyn Wendy	POCHA, Wayne Edward
MOUNTFORD, Stephen R.	POELZER, Gregory Harold A.
MOZESON, Laurie Zandra	POIRIER, John Paul
MUELLER, Hart	POOHKAY, Susan Denise
MURRAY, Kenneth Duncan	PRECLAW, Richard John
MURRAY, Kimberley David	PRESTON, Mavis Ann Sylvia
MYERS, Barbara Anne I.	PRIDDLE, Barbara Joanne
NABUT, Abdel H.	PRIEBE, Kenneth C.
NEELAND, Brian Dennis	PROBST, Sharon Jean
NICKEL, Lauren Adele	PROWE, John Cameron
NOBLE, Evelyn Ann	PRUITT, Rayford Lee
NORMAND, Maurice	PUCHYR, Steffany Kathy
NORTON, Bernard Harker	PYRCZ, Heather Elizabeth
OBERHOFFNER, Boyd Matthew	QUANTZ, Paul Wayne
ODGAARD, Paul Flemming	RADSTAAK, Patricia Lanne
ODYNSKI, Ronald William	RAITZ, Ronald Francis
OFFORD, Leonard Edward	RAND, Richard William
OGILVIE, Terrance D.	RASCHKE, Vera Dorothea
OLEARCZYK, Jerry Allen	RATTAN, Baljindar Kaur
OLSEN, Murray Kenneth	RAYNHAM, Grant Fred
OMOE, Francis Kenneth	READ, Hugh Donald
OPPELT, Susan Jennifer	READ, Marie Elizabeth
OSBORNE, Eleanor M.	REAY, David Francis
OSEEN, Collette Alyce	RICHARD, Anthony D.
OUIMET, Jocelyn Hector	RICHARD, Doris M.
PALMER, Harry	RICHARDSON, Barbara Catherine
PANKIW, Irena Marie	RICHARDSON, Terri Gayle

Recommended for the degree of Bachelor of Arts (General Program) continued

ROBBINS, Dorothy Lynn	SHERBANUK, Lionel David
ROBERTS, Allan James	SHEWCHUK, David Paul
ROBERTSON, Jan Elizabeth	SHEWCHUK, Philip George
ROBERTSON, Norman	SHRAGGE, Geraldine Grace
ROBINSON, Thomas William	SICARD, Paul Norman
ROCKETT, Melanie Elizabeth	SIER, James Michael
ROLAND, Martin L.	SINGH, Helen Rose
ROSENTHAL, Beryl Anne	SIT, Carrie
ROSS, Kathleen Jean Mary	SITKO, Lawrence Alexander
ROUTLEDGE, Mary-Grace	SKITSKO, James Lorne Garry
ROYER, Lucien G.	SKOWRONSKI, John Stanley
ROYAL, Peter John	SMITH, William Hartman
RUNTE, Robert Alan	SOI, Rajiv
RUTHERFORD, Donald Stanley	SPENCE, Bruce Albert
SABIN, Lorraine Mary	STAFFORD, Denis Lynn
SABOE, Bryan Martin	STANTON, Donald Bruce
SAIK, Kenneth Ernest	STATZ, Andrew William
SANDERSON, Wendy Marie	STEELE, Winifred Pauline
SANDUL, Elizabeth Anne Shirley	STEEN, Erling James
SATANOVE, Thomas Allan	STELMACZONEK, Richard Stanley
SAVICH, Donald Max	STELZNER, Kathleen Marie
SAVICH, John Steven Peter	STOBER, Karin Elizabeth
SCHAEFER, Joseph Frank	STOECKEL, Hans Joseph
SCHICK, Gerald S.	ST. PIERRE, Remi Gerald
SCOTT, Charles Fred	STRATTON, David Joseph
SCOTT, Janette Marjorie	STRAUSS, Richard Joseph
SCOTT, Lesley Diane	STURMWIND, Denise Marla
SEIFRIED, Christopher Robert	SUTHERLAND, Donna Marie
SHACKLETON, Brian John	SUTHERLAND, Lorraine Heather
SHATILLA, Margaret	SVEEN, Patricia Louise
SHAW, Francis Elizabeth	SWAREN, Linda Karen
SHAW, Patricia Noreen	SWORD, Deborah Lee
SHEEDY, Marilyn	SYKES, Barbara Ann
SHEEDY, Paula Joan	SZEL, Agnes M.
SHEETS, Margaret Lynn	TADMAN, Douglas Miller

Recommended for the degree of Bachelor of Arts (General Program) continued

TAIT, Sharon Elizabeth	WEBBER, George Joseph Frederick
TARAPASKI, Lillian	WELLING, Steven Lawrence
TAYLOR, Darlene Joy	WELSH, Bonnie Coleen
TENNANT, Barbara Colleen	WELSH, David Stewart
THIESSEN, Randell Leon	WENDELL, Dwight Randolph
TINDALL, Olinda Billie Lou	WHITE, Thomas Campbell
TINGLEY, Kenneth Wayne	WHITING, Norine Janet
TIPPING, Pamela Joan Elizabeth	WILCOX, Stanley G.
TJOSVOLD, Kenneth Edmund	WILDMAN, Edward William D.
TODD, Ruth Lorraine	WILLS, Jeffrey Scott
TRAQUAIR, Robert Colin	WILSEVICH, Brian Douglas
TRETIK, Grace Ann	WINTER, Nadia Maureen
TROFIMUK, John	WOJNO, Barbara
TRUDEL, Maureen Catherine	WOLF, Paul Carver
TUBA, Catherine Mae	WOLFE, Wayne D.
TURNER, Sydney Elizabeth	WONG, Michael Siu Hung
TYSOWSKI, Gary Albert S.	WOOD, Lindsay Ann
ULAN, James B.	WOOLLARD, Stewart C.
USHER, Doris Harriet	WOROCK, Roman T.
VAAGE, James Richard	WRIGHT, Forrest Houston
VAN ALSTINE, Daniel Ross	WRIGHT, Susan Joan
VETSCH, Colleen Helen	WYLLIE, Allyson Brenda
VISSCHER, Joanne Marlene	YATES, George Arthur Alexander
VISSER, Dennis Edward	ZALMANOWITZ, Barry
WAGNER, Harry O.	ZEREBESKI, Marianna Jane
WAKEFIELD, Ian Scott	ZOLLER, Heinz George
WALSH, William Legh	ZORKO, Mary Margaret
WATERS, Myrna Anne Karen	ZWARYCH, Helen
WATSON, Linda Jean	

1.7 Recommended for the degree of Bachelor of Arts, Canadian Studies Program
 See Minutes: item 3.1 - Special Cases

1.8 Recommended for the degree of Bachelor of Fine Arts (with Distinction)

JONES, Garry Wayne

KLIMEK, Lylian Evelyn

WEBB, Brian Henry

1.9 Recommended for the degree of Bachelor of Fine Arts

BEHNAN, Lorraine Ann

MOORE, Janet A.

BINGHAM, Russel R.

MOTT, Catherine Marie

DER, Dick

PAULIN, Jacques Joseph

FOURNIER, Jean Pierre

ROBERTS, Richard Myron

HILDEBRANDT, Bernd Fritz Hellmut

RUDKO, Brian Donald

KELMAN, Paul Alexander

TAYLOR, Linda June

KNIGHT, Sheila Gay

TREEN, Connie

MACK, Beverley Claire

WALSH, Stephen Richard

MADILL, John Donald

ZACHARKO, Lawrence Alex

McVEIGH, Donald Scott

1.10 Recommended for the degree of Bachelor of Music (with Distinction)

ESTABROOKS, Patricia W.

1.11 Recommended for the degree of Bachelor of Music

HANNAH, Ronald Albert

MICHIELIN, John Richard

HANSEN, Margreta Ruth

STROMBERG, Kenneth Robert

HOYT, David Lemire

WEBER, Veronica Joan

1.12 Special Cases

Barlott, Deborah Ann

In her fifteen courses, Mrs. Barlott has four and a half Sociology courses for a major concentration and two and a half Music courses or two and a half Psychology courses towards a second area of concentration. Her GPA over the last ten courses is 5.85. The committee recommends that she receive her degree notwithstanding the fact that she lacks a half course in a second area of concentration.

Manning, Ronald Ernest

At the beginning of the 1972/73 session, Mr. Manning required only a course and a half to complete curriculum requirements for the BA in the General Program. He registered for three half courses to complete his degree and in seven half courses in Education, extra to his degree. During this session he obtained a full time job and reduced his load of extra courses to two half courses. He has failed a half course for his degree and has passed Ed. Psych. with a grade of 7. If he is allowed to count this course towards his degree, he will have met degree

Special Cases continued(Manning, Ronald Ernest)

requirements with a ten course GPA of 5.5. If not he will be short half a course for his degree and will be required to withdraw from the Faculty as a result of receiving a second Category B standing. His first Category B was in 1969/70. The committee recommends that Mr. Manning be allowed to include Ed. Psych. 411 in his program, for credit.

CONFIDENTIALFailed B.A.'s

ARMITAGE, Deborah Wendy	- lacks 1½ courses
BROWN, Carol Anne	- lacks ½ course
BUXTON, Donald Craig	- lacks 1 course
CLARK, Gregory Elbridge	- Category C
COOK, Roland David Bertram	- Category C
CROSBY, Karen Elizabeth	- lacks 1 course
DZENICK, Barry Edward	- lacks 2 courses
GOWING, Donald Blain	- lacks 1 course
KRAMPS, Collette Julie	- lacks ½ course
LEONHARDT, Lynda Camelia	- lacks 2 courses
LOPKA, William Daniel	- lacks ½ course
LUCHAK, Delores Elaine	- lacks 2½ courses
LYSENKO, Olga	- Category C
McCOY, Linda Karen	- Category C
MacLEOD, Muriel Pearl	- lacks 1 course
McCAFFREY, Peter Ewen	- lacks 1 course
MISSAL, Brenda Louise	- lacks 1 course
NIMECK, Maureen Evelyn	- lacks average
MURPHY, Edward Frank	- lacks ½ course
PENROD, Lyle A.	- lacks average
POROCHIWNKY, Daria Ann	- Category C
SCHEEL, Gerald David	- lacks 1 course
SCHROTER, Ronald Charles	- lacks ½ course
STEPCHUK, Gary M.	- lacks ½ course
STOCKALL, Brian Kenneth	- lacks ½ course
TCHIR, Robert Stephen	- lacks 1 course
THOMPSON, Eugene Francis	- lacks ½ course
WALSH, Timothy Robert	- lacks 2½ courses
WATT, Alison	- lacks average

Failed B.A. Special Certificate

TREIBER, Ronald Frederick	- lacks 1½ courses
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Failed B.F.A.

CLARKE, Suzann Madlaine	- lacks 1 course
HAMMOND, Barry Richard	- lacks 1 course

1. GRADUANDS1.1 Recommended for the Governor General's Gold Medal

LEON, J. S. (Specialization: Sociology)

1.2 Recommended for the Degree of Bachelor of Arts with First Class Honors

<u>NAME</u>	<u>SPECIALIZATION</u>
ACKERMAN, S. A.	English
BAYERS, D. F.	History
BEVAN-JOHN, S. P.	English
BOTTING, H. D. H.	Anthropology
BRUCE, D. M.	Romance Languages
CARROLL, D. P.	Philosophy
CHRISTIAN, T. J.	History
CLARKE, D. B.	History
CONLEY, J. R.	Sociology
DOWELL, D. J.	Economics
FERNANDEZ, M. E.	Romance Languages
HANSON, B. A.	Political Science
HERSKOVIC, J.	Romance Languages
HICKMORE, G. L.	English
JOHNSON, E. A.	English
LEIGHTON, S. R.	Philosophy
LOVE, T. M.	Linguistics
McGILLIVRAY, C. L.	Geography
McMURCHY, J. C.	History
MINTZ, J. M.	Economics
MITCHELL, D. G.	Political Science
NAHIRNEY, D. B.	Linguistics
OAK, H. L.	Geography
RASMUSSEN, J. B.	History
ROBERTS, C.	English
SHANDRO, A. M.	Political Science
SNETHLAGE, M.	Political Science
SVOB, N.	Slavic & Romance Languages
SWARE, J. M.	Linguistics
SWYRIPA, F. A.	History

Recommended for the Degree of Bachelor of Arts with First Class Honors (Cont.)

<u>NAME</u>	<u>SPECIALIZATION</u>
THOMAS, G. E. G.	History
THOMPSON, M. A.	English
TROTTER, L. A.	Political Science
WALKER, W. H.	Anthropology
WHITE, R. W.	Political Science
WINDRIM, D.	Anthropology
WOOD, G. W.	Economics

1.3 Recommended for the Degree of Bachelor of Arts with Honors

BONNEMA, K. L.	English
BOUNDS, J. C.	Romance Languages
CRONKHITE, D. T.	Economics
FEE, B. A.	Romance Languages
FUNDAS, G. A.	Germanic & Romance Languages
GOLDBURN, C. M.	Geography
HANNAN, P. E.	Philosophy
JACKSON, L. E.	Economics
LIER, D. A.	Economics
LUFF, D. O.	Geography
McLAREN, B. A.	History
MIREHOUSE, J. D.	Philosophy
NORMANDEAU, L. J.	Anthropology
RAPPAK, P. J.	Sociology
SCOTT, S. M.	History
SIBBALD, G. B.	Geography
TRELLER, G. E.	Economics
WADSWORTH, G. G.	History
WANKIEWICZ, P. M.	Geography
WENDT, D. M.	Romance Languages
YOUNG, K. M.	Geography
ZALYS, E. M.	Romance Languages

2. SPECIAL CASES2.1 C. M. Lupart2.2 E. M. A. Luczynska

In each case, the student was granted an extension of the deadline for completion of her Honors thesis.

3. DEPARTMENTAL REPRESENTATION (Academic Staff) on the HONORS COMMITTEE

The following departmental nominations are recommended for ratification by Council:

		<u>Alternate</u>
ANTHROPOLOGY	M. I. Asch	R. Gruhn
ART & DESIGN	A. Dunlop	J. Ironside
CLASSICS	R. M. Nielsen	A. M. Small
COMPARATIVE LITERATURE	P. A. Robberecht	S. H. Arnold
DRAMA	M. Faulkes	J. DeFelice
ECONOMICS	V. Salyzyn	I. Moravcik
ENGLISH	R. F. Ayling	S. E. Stambaugh
GERMANIC LANGUAGES	A. Scott	E. Egert
GEOGRAPHY	O.F.G. Sitwell	S.I. Smith
HISTORY	D. H. Dinwoodie	P. E. Prestwich
LINGUISTICS	M. L. Marckworth	G. D. Prideaux
MATHEMATICS	(apptmt. pending)	
PHILOSOPHY	D. Whitling	I. F. McGilp
POLITICAL SCIENCE	T. C. Pocklington	J. Lightbody
PSYCHOLOGY	D. Kuiken	A. R. Dobbs
ROMANCE LANGUAGES	P. A. Robberecht	A. B. Connell
SLAVIC LANGUAGES	K. T. Holden	T. M. S. Priestly
SOCIOLOGY	G. S. Paul	G. Fearn

Note The appointments are for two-year terms commencing May 15, 1973, except in the case of the English Department (Prof. Ayling is currently in the first year of a two-year term which ends on June 30, 1974.)

4. SUMMER RECESS: HONORS EXECUTIVE COMMITTEE

For information: The following were elected to constitute, with the Chairman, an Executive Committee having authority to act for the entire Honors Committee during the summer months:

<u>Faculty Representatives</u>	<u>Student Representatives</u>
M. Faulkes	M. Fraser
P. A. Robberecht	M. D. Thomas

REPORT OF THE FACULTY OF ARTS CALENDAR CHANGE COMMITTEE

April 30, 1973

The following changes, proposed by the Department of Comparative Literature, are recommended for Council's approval. The Department has asked for these changes in order to facilitate the scheduling of their 1973/74 program.

Change the weight of the following courses from *6 (3-0) to *3 (either term, 3-0) or *6 (3-0):

C.Lit. 515 - Studies in Folklore: Prose Forms.

C.Lit. 516 - Studies in Folklore: Poetic Forms.

C.Lit. 517 - The Greek and Latin Tradition in European Literature.

C.Lit. 648 - Comparative Studies in French and English Literature, 1830-1900.

C.Lit. 649 - Franco-German Literary Relations during the Nineteenth Century.

C.Lit. 695 - Anglo-German Literary Relations from the Sixteenth to the Nineteenth Century.

(signed) R. J. Middleditch

(for) T. L. Powrie

Chairman

Calendar Change Committee

Distribution:

Professor T. L. Powrie (Economics)

Professor C. Gordon-Craig (English)

Professor F. A. DeLuna (History)

Professor J. C. Hackler (Sociology)

Professor A. Thomas (Romance Languages)

Mr. R. J. Middleditch (Faculty Office)

CURRICULUM COMMITTEE REPORT ON EXTRA-FACULTY COURSES

We want to give Arts students access to courses outside the Faculties of Arts and Science because

- (a) Some of them have legitimate academic interests which can only be satisfied elsewhere. Such is the case of the psychology student who might wish to take a course in physiology.
- (b) Some have an eye on a career for which a non-Arts course would be useful, as with the historian who proposes a course in Library Science.
- (c) Many have a particular interest, perhaps unrelated to their field of study or their career, which nevertheless the University has the resources to foster.

Given the desire to allow Arts students access to extra-Faculty courses, our task has been to recommend rules by which it might be fulfilled. We asked a number of questions:

How many extra-Faculty courses?

One course alone may be enough in many cases, as where a student wants to complement his work in Arts with a specialist course elsewhere. But such an interest may also require two or even three such courses, though three should rarely be allowed, especially in the fifteen-course program. We cannot, however, be sure of these figures until we see the kind of thing students ask for, though we are quite certain that no more than three extra-Faculty courses should be taken for either the B.A. (General) or the B.A. (Special) degree. We are therefore proposing a system whereby any student may take one extra-Faculty course, and a second - and in exceptional circumstances a third - with the approval of the Dean in consultation with the Curriculum Committee. We should expect very few students to be able to justify taking three extra-Faculty courses in the B.A. (General); rather more might be able to justify the maximum in the B.A. (Special).

Who should approve the courses?

At first our thinking led us to propose that the Departments should make the necessary evaluations. Council referred that proposal back to us, and we have thought again, taking special account of the fact that many students, though they have a nominal area of concentration, are not really firm in that commitment.

We do believe that some evaluation is necessary, if only to exclude courses in practical skills such as dressmaking and swimming. Furthermore, where a student wants to take two or even three extra-Faculty courses, we believe he should justify his case at least for some of them. The most obvious criterion to which he should appeal is relevance to his academic program (i.e. to one or other of his areas of concentration). There are, however, other criteria: relevance to the student's proposed career; relevance as preparation for entry into another academic program. Accordingly we propose that where judgments are needed they should be made by the Dean in consultation with the Curriculum Committee. This procedure would also have the advantage of keeping the Committee fully informed of the kind of programs students ask to take.

CURRICULUM COMMITTEE REPORT
ON EXTRA-FACULTY COURSES

APPENDIX - 2.

Should all extra-Faculty courses receive the same kind of approval?

We think not. Our Faculty belongs in a very widely-based University, and our students should have some access to the offerings of the whole even without justification on the ground of coherence in the field of study. We therefore recommend making one option open to students to take in any faculty of the University, subject only to the approval of the Dean, who will ensure that no course is approved that does not have a conceptual content comparable to an Arts course. Such a course may be approved by the Dean without recourse to the Curriculum Committee.

How should a student apply to take an extra-Faculty course?

We expect the greatest number of applications to be for one course only. We therefore recommend that the Dean's Office initially treat all applications for a single course as though they were for the "free" option. Any student who subsequently wishes to offer a second (and possible a third) extra-Faculty option would then have to petition the Dean, giving his reasons. Of course he may now want to claim the "free" option he has already taken as a "justified" one (see proposals 2. & 3.); he may do so, and if his claim is allowed he may take another "free" option.

The Curriculum Committee intends to ask the Dean's Office, if these proposals are accepted, to get from every student applying for a "free" option some written account of why he is doing so. These statements, together with the petitions referred to the Committee, should give us a clear picture of what students want, and may suggest ways of making things simpler in the future.

How permanent should the proposed changes be?

The stress we have laid in this report on the need to discover what students want, what arguments they will put forward most often, what cases will be most convincing, requires us to recommend that the proposals be adopted for a limited time only, at the end of which there should be a review to see whether our aims have been realized. Because there must be enough time for the scheme to get into full swing, we suggest a review after three years.

Proposals

A. THAT after satisfactory completion of his first year, a student in the B.A. (General) Program or the B.A. (Special) Program may take up to two courses, and in extraordinary circumstances three, outside the Faculties of Arts and Science within the constraints of the following guidelines:

1. One of the courses may be considered to be a relatively free option, subject to the following constraints:
 - (a) Such an option may not be a course in which the primary purpose is the development of a skill, e.g., Physical Education Activity courses; Household Economics CL TX 203; FD NU 220. In other words, the course chosen must have a substantial weight of conceptual content.
 - (b) The central content of the chosen course must not be available in courses already offered in the Faculty of Arts or Science, e.g., Family Studies courses in Household Economics; Economics courses in Business Administration and Commerce, etc.

CURRICULUM COMMITTEE REPORT
ON EXTRA-FACULTY COURSES

APPENDIX - 3.

- (c) This option may not be used to replace the required courses in the program.
- (d) The course so chosen must be approved by the Dean.
- 2. The second such course which may be taken outside the Faculties of Arts and Science must be justified by the student, in writing, and approved by the Faculty of Arts Curriculum Committee. Normally such justification will be in terms of the relevance of the course to the student's academic program and/or his future vocational goals.
- 3. A petition for a third course outside the Faculties of Arts and Science will be entertained by the Curriculum Committee and approved if exceptional circumstances seem to warrant.
- 4. All other requirements for the degree must be met.
- B. THAT the above system be put into force for a period of three years only, after which the Curriculum Committee will review it.

F. D. Blackley
W. A. Blanchard
G. Dacks
J. Forster
C. G. Hickey
M. W. MacKenzie
J. O. Orrell (Chairman)
G. Peacock.

April 1973.

ACADEMIC PLANNING COMMITTEE REPORT ON RESTRICTION OF ENROLLMENT

The Academic Planning Committee was asked to "spell out in detail for consideration by Council the principles and procedures according to which the Faculty should deal with the question of enrollment ceilings." In approaching its task, the Academic Planning Committee examined previous documents dealing with the matter, including the report of the ad hoc Committee on Restriction of Registration in Individual Courses, chaired by Professor E. Reinhold, dated September 27, 1968. This Report was helpful indeed, and we quote from it below. The Academic Planning Committee also wrote to all department chairmen in the Faculty of Arts.

The Academic Planning Committee agrees with the Reinhold Committee's view "that ideally no courses should be restricted as to number," but hastens to add that the Faculty's present situation is very different from what it was in 1968 when the "requirements of a rapidly increasing enrollment" dominated the view of the ad hoc committee. The Faculty was confronted at that time with an "inevitably lagging provision of more staff and facilities," but was not faced with the prospect of continuing budget cuts. The restriction of enrollment question in 1968 was influenced essentially by only one factor, the Faculty's effort to keep up with an increased student body and an increasing number of courses. It was assumed that such increases would be "highly probable" and a continuing phenomenon.

The fundamental philosophy of the Reinhold Committee was expressed in the following passage: ". . . the Committee records its expectation (and, moreover, assumed as a basis for its discussion) that everything will be done through normal procedures to provide a department with the staff, space, and facilities to accommodate at least the projected enrollment in its courses, so that only the unexpected increase has to be dealt with during the registration period. Similarly, the Committee assumed that a department faced with an unexpected increase in its enrollment would explore every possibility at its disposal to provide instruction for the 'overflow.' If quotas should be required in a given course during a given year, provisions must be made to secure adequate staff, space, and facilities, so that quotas need not be imposed the following year" (Reinhold Committee's italics).

We clearly will be under heavy pressure to achieve what we must with very little. If we do have an "overflow" it will come from a decrease in staff rather than an increase in enrollment, at least for the next few years. There is, of course, the possibility of the "Manitoba Effect," which will ensure our difficulties by providing an increase in enrollment with perhaps little or no increase in budgets beyond an accounting for continuing costs. The Academic Planning Committee reaffirms the stand of the ad hoc Committee so far as department judgment and jurisdiction is concerned: ". . . recommendations on quotas should not be interpreted as intending to influence a department's decision on the size of its courses or sections. The Committee is of the opinion that a department has sole jurisdiction over its method of presenting a course [Reinhold

Committee's *italics*], which may be considered as much a part of its instructional objective as is the material presented." The Committee cites departmental limitations on honours and graduate courses as a precedent for recognizing the right of departments "to impose certain limits on enrollment for academic reasons."

The following recommendations were submitted by the Reinhold Committee:

- I. A. If it becomes apparent that quotas will be necessary during a given registration period, the following procedure should be followed:
 1. Prior permission should be obtained from the Dean to admit students in the order of priority indicated:
 - (i) those who require a given course for a specific program;
 - (ii) those who elect a given course on a documented recommendation of the department of their concentration;
 - (iii) others.
 2. Students in category (i) should be given a confirmed registration and students in categories (ii) and (iii) a provisional registration.
 Students given a provisional registration should be warned that they may be required, subsequently, to drop the course and should therefore be prepared to enroll in another course. The department imposing the restriction on enrollment in a certain course should be prepared to advise students on appropriate alternatives within the department.
 3. In the event that the number of students falling within category (i) exceeds the enrollment limit of the course, the decision on admitting students should be based on
 - (a) the importance of the course in the student's program [e.g. priority of BFA over B.Sc. (Household Ec.) students in admission to Art 231];
 - (b) the requirement of the course as a pre-requisite for other courses in the program;
 - (c) the possibility of postponing the course to a later year (i.e. everything being equal, priority is to be given to senior students).

While a preliminary screening can be done by the department limiting enrollment in a given course, especially to identify clearly admissible students, final admission should be determined in consultation with the Dean who may have to contact other departments and/or faculties

to effect a change in the program of some students.

4. The same procedure as outlined in (3) above should be followed if, after all category (i) students have been admitted, the number of category (ii) students seeking admission exceeds the still available places in the course.

5. If it becomes evident that some students in category (iii) can be admitted, this should be done by lot.

- B. Given the circumstances that restrictions have to be imposed in some courses most likely affecting the general student, it is the responsibility of all departments to see that a number of 200 and 300 courses be completely unrestricted so that they are always available to the general students.

- II. The calendar statement 13.1.3 re: "limitation on enrollment" should be supplemented to state that restrictions on particular courses may have to be imposed at the time of registration and that information to this effect will be made available during the registration period. (Wherever the necessity for a restriction can be foreseen prior to the registration period, a conspicuous notice to this effect should be printed in the booklet on "Registration Procedure.")

- III. The procedure to be followed in imposing quotas on courses offered during the Summer Session and the Evening Credit Program should be the same as that to be adopted in the Winter Session. (However, departments may wish to follow different sectioning policies for courses offered in the Summer Session and the Evening Credit Program, keeping in mind the general conditions under which these programs operate.)

- IV. Consideration should be given to the re-establishment of a pre-registration procedure which would offer important advance-planning opportunities (to departments and students) and, to a large extent, prevent the sudden dislocation in students' programs which will occur if quotas have to be imposed at registration time.

- V. Consideration should be given by the appropriate body to the advisability of establishing a University-wide policy regarding the restriction of enrollment in individual courses, so that, if necessary, uniform procedures can be applied throughout the University.

* * * * *

- (1) The Academic Planning Committee recommends that Council approve I.A in its entirety.
- (2) The Academic Planning Committee recommends that under present budgetary circumstances the Faculty NOT adopt I.B. In place of I.B., the Academic Planning Committee recommends that departments in the Faculty of Arts have the freedom in terms of their FTE allotment to close courses at the 200 and 300 level in accordance with the principles established in I.A.
- (3) The Academic Planning Committee recommends that "Arts" be added to the list of faculties in the Calendar statement 13.1.3. (Only Fine Arts now appears, presumably as a result of recommendation II. Professor Davey did appear before the Reinhold Committee on behalf of the Department of Art.)
- (4) Although Evening Credit has now been absorbed into the Faculty's total offering, the Academic Planning Committee recommends that the first sentence under III be approved.

The Academic Planning Committee makes no recommendation on items IV and V. Item IV is, in a sense, passé. Item V is probably impossible and certainly not worth the effort. University-wide policies take forever to establish and are largely unsatisfactory for individual faculties.

H. J. Jones
C. E. Kenneson
G. Marahrens
C. H. Moore
E. J. Rose, Chairman
P. Swartz
G. Wood
I. Wakefield

April 17, 1973

ARTS FACULTY (full) COUNCIL

Minutes of Meeting of August 27, 1973

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), A. Ballah, M. Bareau, D. Bessai, J. W. Bilsland, E. D. Blodgett, N. Bonvalet, R. Bonvalet, R. J. Buck, R. L. Busch, P. J. Cahill, A. D. Cairns, J. V. DeFelice, J. J. Delehanty, M. V. Dimic, J. M. Duciaume, A. Dunlop, E. Egert, A. T. Elder, M. Faulkes, D. Fishwick, J. A. Forbes, J. F. Forrest, W. D. Gainer, C. Gordon-Craig, L. C. Green, E. J. H. Greene, K. L. Gupta, C. S. Hale, D. J. Hall, T. F. Hartnagel, R. R. Hett, M. Kalinowsky, D. J. Langdon, J. Lauber, M. Legris, H. Liebel-Weckowicz, J. MacIntyre, M. W. MacKenzie, R. Macleod, U. Margoli, E. Marxheimer, E. May, G. S. McCaughey, E. McGilp, J. P. Meekison, W. Meilen, R. J. Merrett, R. J. Middleditch, C. H. Moore, E. Mozejko, A. M. Munn, R. M. Nielsen, J. Ogg, N. J. Parker-Jervis, H. A. Pausch, T. Peacocke, F. J. Pelletier, T. L. Powrie, T. M. S. Priestly, K. D. Prithipaul, M. Prokop, P. A. Robberecht, B. Rochet, P. Rolland, M. Sasonkin, I. Rudnytsky, M. A. Schoenberg, P. A. Schouls, S. Scobie, A. Scott, R. Silvester, A. M. Small, R. C. Smith, R. A. Stangeland, M. D. Stewart, J. Sybesma Ironside, J. H. Terfloth, L. H. Thomas, A. White, R. L. Ware, R. Wilcocks, C. R. Wilson, J. R. Wilson, R. A. Young, P. Zelhart, O. Zujewskyj.

1. Agenda Additions

By general consent, the following items were added to the agenda:

Under item 1.(a) Approval of Departmental Slates and External Members

1.(b) Delegation of Authority to approve Student Slates and late Staff

1.(c) Delegation of Authority in future to approve External Membership on behalf of Council

Under item 3. Course & Calendar Change Committee Report:

Department of English Submission (submitted for informal discussion--without recommendation, and not for legislation--for the guidance of the Calendar Committee)

It was then moved by Professor Sasonkin, seconded by Professor Buck, THAT the agenda, as amended, be approved by Council.

Motion carried.

2. Departmental Elections (Faculty) to Executive Council, 1973/74

Council had before it a list of members and alternate members proposed by departments according to standard procedures to sit on the Executive Council of the Faculty:

<u>DEPARTMENT</u>	<u>MEMBER(S)</u>	<u>ALTERNATE(S)</u>
ANTHROPOLOGY	R. Gruhn	R. Darnell
ART & DESIGN	J. Ironside R. Silvester	-
CLASSICS	E. C. May	D. Fishwick
COMPARATIVE LITERATURE	E. D. Blodgett	S. H. Arnold
DRAMA	M. Schoenberg A. L. Kadlec	J. Dix-Hart
ECONOMICS	J. J. Delehanty K. L. Gupta	V. Salyzyn
ENGLISH	5 representatives yet to be named	

August 27, 1973 - 2.

<u>DEPARTMENT</u>	<u>MEMBER(S)</u>	<u>ALTERNATE(S)</u>
GERMANIC LANGUAGES	M. Prokop	H. Pausch
HISTORY	U. Trumpener B. M. Smith D. Johnson	N. Wickenden
MUSIC	W. Kaehler A. Strombergs	G. E. Lincoln
PHILOSOPHY	R. N. Bosley F. J. Pelletier	I. McGilp
POLITICAL SCIENCE	L. C. Green J. Lightbody	S. M. M. Qureshi
PSYCHOLOGY	P. F. Zelhart	P. Swartz
RELIGIOUS STUDIES	K. D. Prithipaul	-
ROMANCE LANGUAGES	E. J. H. Greene P. Monod P. A. Robberecht	J. A. Creore
SLAVIC LANGUAGES	R. L. Busch	T. M. S. Priestly
SOCIOLOGY	K. Krotki G. Kupfer	G. Nettler

It was moved by Professor Munn, seconded by Professor Sasonkin, THAT the list of departmental elections to Executive Council for 1973/74 be approved by Council.

Motion carried.

3. External Representation on Arts Council, 1973/74

Members had before them a list of outside faculties having representation on Arts Councils (in accord with a formula approved by Council), together with nominations received to date:

BUSINESS ADMINISTRATION & COMMERCE	M. Vertigan
COLLEGE ST. JEAN	F. J. McMahon
EDUCATION	R. L. Ware M. R. Lupul
ENGINEERING	Pending
HOUSEHOLD ECONOMICS	D. Badir
PHYSICAL EDUCATION	P. Heron
SCIENCE	J. F. Bergmann* J. W. Macki*

*Pending confirmation of renomination

It was moved by Professor Dimic, seconded by Professor Gainer, THAT these external representatives be approved by Council.

Motion carried.
(The list to be forwarded to G.F.C. for formal ratification.)

August 27, 1973 - 3.

4. Delegation of Authority

Members had before them copies of two resolutions proposed by the Executive Committee:

1. THAT the Executive Committee be empowered each year to arrange for the appointment of external members to Council and Executive Council according to representation approved by the Faculty, and that the Committee's action be reported to Council or Executive Council for information.
2. THAT, in the case of nominations received too late for the fall meeting of full Council, the Executive Committee [or Executive Council] be empowered each year to receive from departments the names and ratify the appointment of staff and students duly selected for membership on the Executive Council according to procedures approved by the Faculty; and in the case of students, to forward these names to G.F.C. for appointment to Arts Council.

In speaking to the first resolution, Dean Baldwin referred to the great variety of techniques which had been followed in the last few years in arranging for the appointment of external members to Council, and which had resulted in the present recommendation that the procedural mechanics be formally legislated.

It was moved by Professor Schouls, seconded by Professor Sasonkin, THAT Resolution #1, as presented by the Executive Committee, be approved by Council.

Motion carried.

In speaking to the second resolution, Dean Baldwin drew Council's attention to the alternate suggestion (indicated by square brackets), and reminded members that the Executive had from time to time in the past been given authority to approve names submitted too late for the fall meeting of full Council. The Executive was now suggesting that it be given this authority on a regular basis, and further, that the Executive (or Executive Council) henceforth be empowered to receive student nominations.

It was moved by Professor Forrest, seconded by Professor Meekison, THAT the Executive Committee be given authority to discharge the responsibilities as specified in Resolution #2.

Motion carried.

5. Executive Committee Report: Meetings of May 29 & July 9, 1973

[Copies of the Report having been distributed to all members in advance of the meeting, a copy is attached to the official Minute only.]

It was moved by Professor Cahill, seconded by Professor May, THAT the Executive Committee Report be approved by Council.

Motion carried.

6. Course and Calendar Committee Report

6.1 Part I: New Courses & Courses Cancelled

[Part I of the report ("green sheets" dated August 20) having been distributed to all members in advance of the meeting, a copy is attached to the official Minute only.]

Members were asked to consider Part I of the report in light of the following supplementary information and errata. It should be noted that, to facilitate referral, the amendments and revisions are recorded in "green sheet" page sequence; that is to say, the minutes do not necessarily reflect the sequence in which discussion took place:

Page 1. Anthropology

419 Pastoral Societies *3 (either term, 3-0)

This course listing was withdrawn, at the request of the Department of Anthropology, to permit further discussion within the department.

Art and Design

503 Aspects of Iconography

Change weight to read: *6 (3-0).

Delete last phrase of course description: A half-course offered over the full session.

Page 2. Classics

Insert after Classics 231:

240 Classical Mythology *3 (either term, 3-0)

The stories of the Greek and Roman gods and heroes; the ancient versions and their appearance and use to the present day in subsequent literature. Note: Formerly a full course.

Insert following title and description:

260 Greek and Latin Etymology *3 (either term, 3-0)

A study of Greek and Latin words commonly used in English: how these words are built, and how they gain and change in meanings.

Page 4. Insert Course Numbers and Terms as follows:

461 Topics in Roman Imperial History I *3 (First Term, 3-0)

Note: Formerly a full course.

462 Topics in Roman Imperial History II *3 (Second Term, 3-0)

Note: Formerly part of Classics 461.

463 Topics in Roman Republican History I *3 (First Term, 3-0)

Note: Formerly part of Classics 462.

464 Topics in Roman Republican History II *3 (Second Term, 3-0)

Note: Formerly part of Classics 462.

465 Topics in Hellenistic History I *3 (First Term, 3-0)

Note: Formerly a full course.

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Classics (cont.)

Pages 5 & 6. Insert Course Numbers and Terms as follows:

- 466 Topics in Hellenistic History II *3 (Second Term, 3-0)
Note: Formerly part of Classics 465.
- 467 Topics in Early Greek History I *3 (First Term, 3-0)
Note: Formerly part of Classics 466.
- 468 Topics in Early Greek History II *3 (Second Term, 3-0)
Note: Formerly part of Classics 466.
- 469 Topics in Classical Greek History I *3 (First Term, 3-0)
Note: Formerly part of Classics 467.
- 470 Topics in Classical Greek History II *3 (Second Term, 3-0)
Note: Formerly part of Classics 467.
- 471 Regional Studies in Ancient History I *3 (First Term, 3-0)
Note: Formerly part of Classics 468.
- 472 Regional Studies in Ancient History II *3 (Second Term, 3-0)
Note: Formerly part of Classics 468.
- 473 Topics in Greek and Italian Archaeology I *3 (First Term, 3-0)
Note: Formerly part of Classics 469.
- 474 Topics in Greek and Italian Archaeology II *3 (Second Term, 3-0)
Note: Formerly part of Classics 469.
- 481 Greek and Latin Epic I *3 (First Term, 3-0)
Note: Formerly part of Classics 470.
- 482 Greek and Latin Epic II *3 (Second Term, 3-0)
Note: Formerly part of Classics 470.
- 483 Greek and Roman Tragedy I *3 (First Term, 3-0)
Note: Formerly part of Classics 471.
- 484 Greek and Roman Tragedy II *3 (Second Term, 3-0)
Note: Formerly part of Classics 471.
- 485 Greek and Roman Comedy I *3 (First Term, 3-0)
Note: Formerly part of Classics 472.
- 486 Greek and Roman Comedy II *3 (Second Term, 3-0)
Note: Formerly part of Classics 472.

Page 7.

Add the following to the Classics courses cancelled:
462, 466, 467, 468, 469, 470, 471, 472.

Comparative Literature

- 463 Literature and the Visual Arts
This course listing was withdrawn, at the request of the Department of Comparative Literature, to permit further discussion with the Department of Art and Design. [To be resubmitted on September 17.]
- 464 Literature and Music
Change prerequisites to read: At least the equivalent of one full course in music history covering the area of Medieval, Renaissance, Baroque or Classical, Romantic, Modern or a combination of these areas. Reading knowledge of one relevant foreign language.

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Page 8. Drama

405 Honors Seminar

Insert: *3 (either term, 3-0)

Page 9. Economics

366 Energy Economics

Insert the following course description: Supply and demand outlook for energy resources (petroleum, coal, hydro-electric, nuclear, etc.). Analysis of and policy toward energy in Canadian economic development.

Prerequisites: Econ 201, Econ 304, or Econ 306.

Page 13. After French insert new heading as follows:

French Canadian (Department of Romance Languages)

FR CAN 411 Evolution of the French Language in Canada *3 (either term, 3-0)

Prerequisite: Romance Linguistics 374 or consent of the Department.

Page 14. Spanish

After new course #450 insert:

512 History of the Spanish Language *3 (either term, 3-0)

Note: Formerly Spanish 540, a full course.

Add to Spanish courses cancelled: 540.

Page 17. Russian

320 Masterpieces of Russian Literature (in Translation)

Add: Note: Formerly Russian 331.

Page 18. 321 Twentieth Century Russian Literature (in Translation)

Add: Note: Formerly Russian 332.

Courses Cancelled (Russian):

Insert the following: 492 and 614.

Page 20a. After Religious Studies 462 add following heading and courses:

Romance Linguistics (Department of Romance Languages)

A. New Courses:

R LIN 374 The Structure of French-Canadian *3 (either term, 3-0)

Prerequisite: R Lin 372 or consent of the Department.

R LIN 400 Comparative Stylistics: French-English *3 (either term, 3-0)

Prerequisite: R Lin 370.

R LIN 483 French Semantics *3 (either term, 3-0)

Prerequisite: R Lin 370.

It was moved by Professor M. Stewart, seconded by Professor Hett,

THAT Part I of the Course and Calendar Committee Report-- as corrected, as supplemented, and with the two withdrawals as noted above--be approved by Council.

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Challenges

1. Political Science 592 & 618 [p. 17 of report]
At the request of Professor Zelhart, and with the consent of Professor Meekison, these two courses were removed from the omnibus motion to permit further discussion between the Departments of Psychology and Political Science. [They will be resubmitted on September 17.]
2. Russian 320 [p. 17 of report, as amended in supplementary material]
It was suggested that the title be more clearly defined, so as to mark the distinction between this course and Russian 321. An alternative title: Masterpieces of Pre-20th Century Russian Literature was, however, ruled out on the ground that it would not lend itself to computer abbreviation. By general consent, the title and description were accepted as originally proposed.

Professor Powrie was then asked whether his committee had considered the implications of the increasing frequency of courses bearing the notation "Not accepted to meet the requirements in the principal area of concentration...." Professor Powrie replied that the committee had not done so in the case of Russian 320, the matter of language courses in translation having been raised in Council a year ago. He added that the committee would prefer to discuss the broader implications of this practice under a separate agenda item [see Part III. below].
3. Philosophy 355 [p. 16 of report]
With the consent of Professor Schouls, this course was withdrawn from the omnibus motion. It will be resubmitted on September 17, accompanied by an appropriate course description.
4. Classics 240 [p. 4 of Minutes]
At the request of Professor Bilsland, this course was withdrawn for separate discussion.
5. Classics 260 [p. 4 of Minutes]
At the request of Professor Merrett, this course was withdrawn for separate discussion.

Professor Stewart's omnibus motion, as amended by the five additional withdrawals noted above, was put to a vote.

Motion carried.

Members then gave consideration to the courses which had been set aside for separate discussion:

Classics 240: Classical Mythology

It was moved by Professor Powrie, seconded by Professor Munn, THAT Classics 240 be approved by Council.

The challenge arose from the wording of the second half of the course description--"and their appearance and use to the present day in subsequent literature." When asked to state the principle behind the challenge, Professor Bilsland replied that it was the issue of trespass on the teaching areas of other departments.

Professor MacKenzie was then asked to respond to the challenge and, in clarification and support of the calendar description, she pointed out

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that the focus of the half-year course would be centred on the stories of the Greek and Roman gods and heroes, but that it was almost impossible to conduct a study of classical mythology without reference to the appearance of these stories in later literature. Professor MacKenzie added that the former full-year course had been in existence for some time, that it was an important beginner's course in Classics, and as such, was common to many universities.

In discussing the issue of trespass, reference was made to the many overlapping areas within the Faculty [as one example, it was suggested that the proposed English 304: Myth, the Bible and English Literature might be viewed as encroaching upon the Departments of Classics and Religious Studies]. For the most part, members appeared to reject the principle as applied to Classics 240, support being registered for the course as taught by the Classics Department. There was nevertheless the reservation that it was not absolutely essential to make specific reference in the course description to "subsequent literature."

Professor Greene then suggested that the issue might be resolved by means of a slight modification in the course description so that it would read as follows:

The stories of the Greek and Roman gods and heroes; the ancient versions, with examples of their appearance and use to the present day in subsequent literature.

The foregoing proposal having received general assent, Professor Powrie's motion was put to a vote.

Motion carried.
(Classics 240 approved, with
amended course description)

Classics 260: Greek and Latin Etymology

It was moved by Professor Powrie, seconded by Professor Sasonkin, THAT Classics 260 be approved by Council.

In speaking to the challenge, Professor Merrett indicated that he was not objecting to the course on the ground that it duplicates the present English 388; rather, his objection was that the course seemed wrongly conceived. It was Professor Merrett's contention that if a course is titled Greek and Latin Etymology, the course deals with linguistic change and remotivation of words within the closed linguistic systems of Greek or Latin. He also maintained that once a word leaves the parent language and enters the loaning language, it is remotivated in special ways which obey laws of that language; in other words, loan-words taken over by the English language become English. The course as proposed by the Department of Classics was therefore an unacceptable contradiction to him as a linguist.

In responding to the challenge, Professor MacKenzie stated that Greek & Latin Etymology is a very frequently offered course by a Classics Department; it deals with Greek and Latin roots which are used in suffixes and prefixes which form such an important part of English words, and the knowledge of which helps a very great deal in the understanding of English.

Other members expressed their support for the course as submitted, suggesting that in terms of common parlance the calendar description would be readily understood by students, and further, that the calendar was intended

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primarily for the students' referral and not that of the specialist.

Professor Scobie then drew Council's attention to the course description "how these words are built, how they gain and change in meaning," pointing out that this was obviously a description of processes which happen within the English language, not within the Greek or Latin languages. In Professor Scobie's view, therefore, the course being proposed would fall within the purview of the English Department, not the Classics Department.

Professor Terfloth then suggested that the challenger meet with the Classics Department to work out a change in description which would resolve the problem. Dean Baldwin stated that, procedurally, unless there was agreement from Classics, this could only be accomplished by means of a formal motion of referral back to the Calendar Committee; that is to say, the referral motion would then take precedence over the original motion. Accordingly, it was moved by Professor Terfloth, seconded by Professor Scobie, THAT Classics 260 be referred back to committee for additional discussion, and resubmission to Council on September 17.

The motion to refer was put to a vote, and Dean Baldwin reported that the tally fell within the 5-vote range (40 for, 44 against) which would ordinarily call for a hand count; in this instance, however, having announced the vote, he intended to exercise the prerogative of the chair and call for a second vote. The question was again put to Council.

Referral Motion Defeated.

Professor Duciaume then proposed THAT the title for Classics 260 be changed to read: Greek and Latin words as used in English. His amendment died for want of a seconder.

Professor Powrie's original motion was put to a vote.

Motion carried.

(Classics 260 approved as proposed)

Add. notes re Part I

- In an effort to meet the G.F.C. deadline, some departments were obliged to submit calendar material prior to its review in departmental council; it is understood that any courses lacking departmental confirmation by September 17 may be withdrawn.
- In its consideration of calendar submissions, Council may address itself to virtually any aspect of a proposal--academic principles, specifics of courses, etc. etc.
- It should be kept in mind that members speak as individuals when participating in debate, unless specifically charged with the responsibility for presenting a departmental point of view.
- Re: course numbering
 - When changing course content and/or title, a change in numbering is recommended.
 - When changing course numbers it is preferable, from a transcript point of view, to employ a number not yet used in a department, but, in the event of a shortage of numbers, a department is not disallowed from using previous course numbers.

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6.2 Part II: Course and Calendar Changes

[Part II of the Report was distributed at the start of the meeting; however, in view of the "shortfall," a copy is now attached to each set of minutes.]

Members were asked to consider Part II of the Report in light of the following supplementary information and errata:

Page 1. Art & Design

Section 43.24(2)

Change proposed new sub-paragraph (b) to read as follows:

(b) A grade of 4 in a central subject may normally be allowed only once in a BFA student's program. Any subsequent course in which a grade of 4 is received must be repeated for BFA credit, or an alternative course, approved by the Department, must be substituted.

Page 2. Classics

Section 43.4.3

"Insert" Delete: 462, 465, 466, 467, 468, 469 and change to read: 461-474 inclusive.

Page 9. Music

Course Changes: Insert after 206:

210 Add Note: Limited to students in the Faculty of Education not eligible for admission to Music 302.

Page 12. Religious Studies

451 Change in number from 372.

Romance Languages

Course Changes: FRENCH: Section 44.12.1: Add after 200:

201 Add: Prerequisite: French 30 or equivalent.

After 202 insert:

310, 360, 370 and 380: Change prerequisite to read: Any 200 level French or French-Canadian course, except the 200 level reading series.

340 Change prerequisite to read: French 314 or consent of the Department.

Insert new section between French and Spanish as follows:

Romance Linguistics: Section 44.33.1/Junior Courses

203 Change description to read: Emphasis on morphology and syntax
Change prerequisite to read: French or Spanish or Italian or Latin 100 or 200 or the equivalent.

Co-requisite unchanged.

204 Change description to read: Emphasis on phonology.

Change hours to read: *3 (either term, 3-0)

Change prerequisite to read: French or Spanish or Italian or Latin 100 or 200 or equivalent.

Co-requisite unchanged.

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Part II: Supplementary Information & Errata (cont.)

Page 18. 42/Faculty Regulations:

Editorial changes, Section 42.1 after "Changes to include new faculty regulations ... in the calendar." Add the following:
Insert at the end of paragraph 2 "... June 1st for September admission:" All successful candidates for non-matriculated adult admission will be required to include one course at the '100' level in a language other than English, in their degree programs, if they have not already completed such a course at the matriculation level.

Page 22. Re: "Insert" - Reduced course load (Honors Program)

It was recommended that a review be made of Faculty legislation in order to clarify whether such a program must be approved by the Council of the Faculty, or by the Faculty of Arts Honors Committee.

[In response to a query, Dean Baldwin explained that pp. 18-24 of Part II contain virtually no new pieces of legislation; the Faculty is merely complying with a G.F.C. stipulation that, wherever possible, the regulations of a faculty bearing on academic standing, promotion, etc., be set out in the Calendar.]

At this point, Professor MacIntyre raised the question of whether Council should in fact be considering and voting upon a 24-page document (Part II) which no one had seen prior to the meeting. Professor Powrie responded by saying that he welcomed Professor MacIntyre's query since it gave him an opportunity to place on record a protest about the timetabling imposed by G.F.C. on departments (in getting their proposals ready for the Calendar Committee), on the Calendar Committee (in vetting course proposals), and on Council (in having to make decisions about vast numbers of courses on extremely short notice). Professor Powrie added that it was only with the greatest possible effort that the presentation was now before Council, and that without the considerable assistance afforded by the Faculty Office in the person of Mr. R. J. Middleditch, the situation might be even more acute.

Dean Baldwin then suggested to members that, should Council feel insecure about dealing with Part II on such short notice, it would be in order to defer consideration until September 17; whereupon it was moved by Professor Zelhart, seconded by Professor Munn THAT Part II of the Course and Calendar Committee Report be deferred until September 17.

Motion carried.

Professor Dimic then asked Council's indulgence in introducing a separate resolution on behalf of his department which, if approved, would be implemented during registration week. Council having signified general consent, it was moved by Professor Dimic, seconded by Professor Powrie, THAT Comparative Literature 300 have a change in its prerequisite, from English 200 to English 200 or equivalent, effective 1973/74.

Motion carried.

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6.3 Part III: General Interest Courses proposed by the Department of English [as outlined below]

NOTE: General interest courses have as prerequisite at least one single-term junior course in English in literature. No more than one general interest course may count toward fulfilment of the Faculty's requirements for areas of concentration.

- English 301 Literature and the Media 3 (either term, 3-0).
The relation of literature to film, radio, television and journalism.
- 302 Literature and Ideas 3 (either term, 3-0).
The effect of political, philosophical, and social concepts upon literature in English.
- 303 Themes in English Literature 3 (either term, 3-0).
Studies of particular themes in significant works of literature in English, such as social protest, man and nature, the religious quest, the city in literature.
- 304 Myth, the Bible, and English Literature 3 (either term, 3-0).
Various elements of myth and the Bible as source materials of literature in English.
- 305 The Development of Children's Literature 3 (either term, 3-0).
A study of the history of children's literature, with works of representative writers. Note: Not to be taken by students with credit in English 398.
- 306 Folklore in Children's Literature 3 (either term, 3-0).
A study of myths, folk-tales, legends and other oral materials drawn into English literature from a variety of cultural traditions. Note: Not to be taken by students with credit in English 398.
- 307 Sub-genres of English Literature 3 (either term, 3-0).
Studies of established sub-genres, such as Utopian literature, historical fiction, speculative fiction, mystery fiction.
- 309 Canadian Cultural Issues and Canadian Literature 3 (either term, 3-0)

In introducing this agenda item, Dean Baldwin reminded members that the proposal was before Council, at the request of the Calendar Committee, for informal discussion, without recommendation, and not for legislation.

Professor Powrie was invited to speak to his committee's concern, and he replied that the Calendar Committee was seeking guidance as to the application of the principle [See "Note" above] on a faculty-wide basis. He added that consideration by his committee of the specific courses proposed by the English Department would remain pending Council's

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decision on the broader issue: the introduction of general interest courses, no more than one of which would be counted toward the definition of an area of concentration. Professor Powrie then briefly summarized some of the concerns raised in committee:

- The fact that the proposed courses are restricted in their applicability to an area of concentration would seem to suggest that they are "second rate."
- If, in fact, such courses are not in the mainstream of departmental offerings, what is the justification for their being offered by a specific department (in this case by English) as opposed to their being taught by other departments within the Faculty (say, for example, a department charged with the responsibility for interdepartmental/interdisciplinary studies)?
- Can the courses not be presented in such a way as to be acceptable for an area of concentration (i.e., without restriction)?

In conclusion, Professor Powrie suggested that Council might wish to consider the possibility of referral to another committee, namely, the Curriculum Committee.

Initial reaction was that it might be appropriate to draw on the experience of two other Faculty committees: the Academic Planning Committee (in light of its study of I.D. courses), the Academic Principles and Aims Committee (in light of its review of the overall aims and objectives of the Faculty).

Professor Bilsland was then asked to speak to the English Department's submission, and he responded with a prepared statement based on a review of the Department's Curriculum Committee Report, and of departmental meetings thereafter:

The Department sees these general interest courses as aimed primarily at a particular kind of student. It believes that there are three kinds of undergraduate students for whom it offers courses:

- i) those students specializing very highly in English--Honors students;
- ii) those taking general work with English as a subject of concentration--either in the B.A. (General) or B.A. (Special);
- iii) all the others who come to us.

Among the interested students for whom we should try to find a place in our courses are those who can be seen as "casual" students--casual in the sense that they take only an occasional course in English. These may have an opportunity to take only one or two English courses as options and should have an opportunity to meet English literature in, perhaps, contexts other than those of the traditional curriculum. General interest courses are meant primarily for the student not concentrating in English and in almost all cases place works of literature in a context of broad general concern.

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The courses that we propose here frankly seek to attract students who might never try one of the Department's traditional senior offerings. In its attempt to make the courses accessible to casual students, the Department proposes that the prerequisite for these general interest courses be merely one half-year course in English rather than the full year of work required in the traditional senior courses. The Department sees the courses as worthwhile studies, and is, therefore, prepared to permit a student concentrating in English to offer one such for credit towards a degree. It would not, however, want to see such a student offering more than one since it feels that the greater part of such a student's work in English should be done in courses in literature as such.

A spirited debate immediately took place.

- One member's opinion that the submission was an exciting proposal, but in need of study, was tempered by the opposing view that it was "totally contrary to the principles that govern the B.A. program at present: that students are to sample courses which are genuine courses of a department, not something which is peripheral to the main work of the department."
- The English Department's definition of (and approach to) the "casual" student was raised as a matter of concern; one member suggesting that provision for general interest courses, if carried to extremes, could conceivably have the effect of lowering Faculty standards to a level indistinguishable from that of community colleges.
- A member of the English Department suggested that Council appeared to have taken exception to the proposal simply because of the language employed in the head note [General Interest Courses], and in that event Council should take a closer look at courses offered by other departments and variously described as "a survey of...", "an examination of"
- A major area of concern was the apparent duplication with existing courses, members expressing dismay that the English Department had not consulted with other departments prior to submission of its proposal.
- A question was also raised as to the possible effect on the economic "balance" in the Faculty, assuming the English Department submission were to be accepted in toto.

At this point in the debate, Professor Blodgett expressed his view that the implications of the proposed courses went beyond the terms of reference of the Course & Calendar Committee, and said that under the circumstances he was prepared to move

THAT the whole issue of general interest courses--and of the courses that are proposed as examples--be referred to the appropriate committee.

Dean Baldwin informed Council that Professor Blodgett's recommendation could not be taken as a formal motion; nevertheless, the chair was prepared to entertain a straw vote as a means of testing Council's views on the matter and thereby providing guidance for Professor Powrie's

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committee. Professor Wilcocks immediately sought recognition from the chair and asked why Professor Blodgett's motion could not be formally entertained. Dean Baldwin referred to the agenda which had been approved and reminded members that the English Department's proposal was not before Council for legislation. Professor Wilcocks replied that it was his understanding that the motion did not propose legislation, and, therefore, it was not out of order. Dean Baldwin then stated that the chair would rule that such a motion constituted a form of legislation, the latter ruling, of course, being subject to challenge from the floor of Council. The chair's ruling was promptly challenged by Professor Wilcocks.

Council was then asked whether or not it would uphold the chairman's ruling that the motion before Council was out of order.

Chairman's ruling overturned.

Council then gave consideration to Professor Blodgett's motion [which was formally seconded by Professor Gupta], discussion centring on whether the referral should be to more than one committee, whether the committee(s) should be specified; or whether the matter of referral should be left to the discretion of the Executive on the ground that the latter body was more familiar with the terms of reference of the various Faculty committees.

With the consent of Professor Blodgett, Professor Wilcocks proposed that the original motion be amended so that it would be a referral to appropriate committees, including the standing committee on Canadian Studies, and that part of the charge given to the committee(s) be that of consultation with interested departments. These modifications were given general consent by Council.

Professor Blodgett's motion, as modified, was then formally presented to Council as follows:

THAT the English Department submission bearing on general interest courses in the Calendar Committee Report be referred to the appropriate committees, including the Canadian Studies Committee, with instructions to consult interested departments as one of the tasks to be undertaken.

Motion carried.

Note: It is understood that, the general interest courses as proposed by the English Department having failed to meet the deadline for inclusion in the 1974/75 calendar, the Department may elect to rescind its withdrawal of certain courses; in any event, the balance of the English Department submission on course and calendar changes is to be formally presented to Council on September 17.

Salaries and Promotions Committee

Members had before them the following nominations slate prepared by the Executive Committee for election, by means of Faculty ballot, of two

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members to the Salaries and Promotions Committee (replacing Professors Lauber and Engelmann, whose 3-year terms have expired):

R. N. Bosley	Philosophy*
R. E. McKown	Political Science
A. Scott	Germanic Languages
S. E. Stambaugh	English

*Pending Professor Bosley's acceptance of nomination, on return to campus.

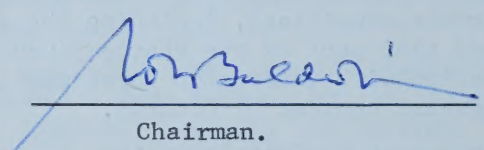
It was moved by Professor Munn, seconded by Professor Terfloth, THAT the nominees, as selected by the Executive Committee, be accepted to stand for election to the Arts Faculty Salaries and Promotions Committee.

There being no further nominations from the floor of Council, it was moved by Professor Munn, seconded by Professor Wilcocks, THAT nominations cease.

Motions carried.

8. Adjournment

By general consent, on a motion by Professor Forbes, the meeting was adjourned at 5:00 p.m.



Chairman.

EXECUTIVE COMMITTEE REPORT

Meetings of May 29 & July 9, 1973

1. Graduands

On the recommendation of the Committee on Academic Standing, and with authority delegated by Council, the Executive Committee approved the following additions to the list of graduands:

HUNT, Sandra Muriel - B. Music, with Distinction

MERCEREAU, Kathy Lee - B.A. after B.Sc. Nursing, with Distinction

PYZYK, Irene Mary - B.A. Special (Classics)

TOUCHINGS, Dawn Lynn - B.A. General, with Distinction

WILEY, Donald Raymond - B.A. General, with Distinction.

The list of students recommended by College Universitaire Saint-Jean for the degree of Bachelor of Arts was also approved:

BERGE, Kathryn Ann

BOURASSA, Solange Rose-Marie

CHAUVET, Ernest Georges

DURET, Richard Paul

JOHNSON, Albert Roland

JOHNSON, Renee Anna

LEBLANC, Chantal

LEFEBVRE, Philippe Charles

LEMIRE, Henri Pierre Joseph

LORIEAU, Denis Joseph

PELLETIER, Gilles Albert

PERREAULT, Mae Marie

SIMONOT, Marguerite Lorraine, with Distinction.

2. Student Appeal / Petitions2.1 Appeal for waiver of remaining requirement in the second area of concentration ($\frac{1}{2}$ course in Classics): Mrs. Rillah Carson

Mrs. Carson was admitted to the B.A. (General) program in September 1966. In the academic years 1966/67-1967/68 she completed 10 of the required courses, and then became inactive insofar as her B.A. program at the U. of A. was concerned. In December 1970 she married and moved to Newfoundland, where both she and her husband obtained teaching positions; and in the summer of 1971 she petitioned the Executive Committee of the Faculty (on domestic and financial grounds) to be allowed to complete the final year of her B.A. program as a Visiting Student at Memorial University in St. John's. The petition was granted, on the understanding that all degree requirements be met. By March 1973 Mrs. Carson was within one full course of completing the 15-course requirement for her degree.

(of which, one half-course was still required in her second area of concentration), and it was understood that she would complete her program by means of summer session at Memorial. In May 1973 Mrs. Carson requested that the remainder of her minor requirement be waived and that she be permitted to take Linguistics 381/382 (at U. of A. summer session) to fulfil her B.A. degree requirements. She based her request on the ground that, having been accepted into the Alberta M.Ed. program, the Linguistics course would be "more beneficial than the $\frac{1}{2}$ Classics course," and further, that Classics 352 (offered as a full credit course in U. of A. summer session) would conflict with ED CI 527, which she also intended to take during the summer.

In considering the appeal the Executive noted that: a) the requirements governing the second area of concentration had been known to Mrs. Carson for some time; b) in the period Dec./71 to date, she completed 4 single-semester courses not applicable to the B.A. program; and c) Classics 352 was available in summer session (the apparent scheduling conflict with Mrs. Carson's stated preference--ED CI 527--was not viewed as overriding).

Appeal denied.

2.2 Petition for readmission to the B.A./LL.B. Program after a year's absence from the U. of A.: Ernest Anton Hee

Mr. Hee successfully completed two years of the combined B.A./LL.B. Program during the academic years 1970/71 and 1971/72. In 1972--although eligible for entrance to the Faculty of Law--he decided to accept a U.S. scholarship, with the aim of becoming a professional baseball player. He attended Green River Community College in Auburn, Washington for a year, subsequently deciding that it would be in his best interests to complete his university education and then make another bid for a baseball career. Mr. Hee therefore petitioned for readmission to the B.A./LL.B. Program after a year's absence from the U. of A., his petition having the support of the Faculty of Law.

Petition granted.

2.3 Petition for permission to complete the final year of the B.A. (General) Program as a Visiting Student at the University of British Columbia: Shelley Williams

On completion of the second year of her B.A. General Program, Miss Williams informed the Executive Committee that her father was being transferred to Vancouver and that "for personal and family reasons" she felt it best to accompany her parents. On this basis she submitted a petition for permission to take the remaining 5 courses in her program as a Visiting Student at the University of British Columbia. In considering the petition, the Executive noted that Miss Williams had in any event been granted the option of taking up to 3 courses as a Visiting Student at UBC, subject to approval of the courses by Arts Faculty Student Program Office.

Petition (for 5 courses) denied.

3. Membership on Faculty Committees

A review of the Faculty's committee structure (in light of sabbatical leaves, resignations from various committees, etc.) resulted in the following nominations:

Academic Planning Committee

G. Marahrens*	Germanic Languages
E. J. H. Greene	Romance Languages
J. Hackler	Sociology
R. Silvester	Art and Design
U. Trumpener	History

*Incumbent member, appointed Chairman.

Academic Standing Committee

R. C. Smith	Classics
Dean McMahon	College St. Jean rep.

Admissions and Matriculation Requirements Committee

J. E. Foster	History
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Library Committee

K. D. Prithipaul	Religious Studies
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4. Waiver of Final Examination in English 190: Fundamentals of Writing

The Executive approved a request for continuing waiver of final examination in the above course, on a parallel to that previously granted for English 290: The Craft of Writing (ref. AFC Minutes of October 30, 1972, item 2.24).

5. Minutes of Arts Faculty Council Meeting of May 15

In accord with a practice approved by Council on October 30, 1972, the Executive considered and approved the Minutes of May 15.

INTER-DEPARTMENTAL



CORRESPONDENCE

TO All Members of Arts Faculty Council

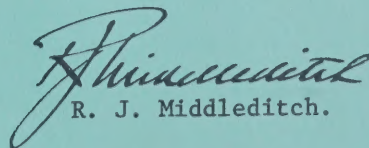
DATE August, 1973.

FROM R.J. Middleditch, Secretary Arts Calendar Committee.

The Calendar Committee report has been prepared in two sections this year to expedite its circulation through Faculty Council and General Faculties Council levels. Part I (attached) contains new course proposals and courses cancelled. This part will go forward for G.F.C. circulation after the Council meeting of 27th August, 1973.

Part II will include course and editorial changes which only require the approval of Arts Faculty Council. This part cannot be completed until after the Calendar Committee meets on 20th August, 1973 and it is therefore doubtful that it can be circulated before the Council meeting, other than to departmental chairmen.

In the attached Part I of the report, you will notice that pages 10, 11, 12 and 20 are missing. The material for these pages must await the Calendar Committee's approval on 20th August, 1973 and they will therefore be circulated to departmental chairmen a day or two before the meeting and to the remaining council members at the meeting.


R. J. Middleditch.

CALENDAR COMMITTEE REPORT - 1974/75 CALENDARPart I. New Courses and Courses CancelledANTHROPOLOGY:A. New Course:419 Pastoral Societies *3 (either term, 3-0)

A cross cultural survey of both nomadic and sedentary forms of pastoral adaptations stressing the relationship between herding and patterns of social organization, technology, ideology and values.

Prerequisite: An introductory course in Anthropology.

See page for editorial changes.

ART AND DESIGN:A. New Courses:503 Aspects of Iconography *3 (2-0)

Studies of Iconographical themes used in the art of Fifteenth, Sixteenth and Seventeenth centuries.

Note: For Art History Honors students and others with consent of the Department. A half-course offered over the full session.

605 Individual Directed Study in Technical and Conceptual Processes. *6 (2-0)606 Seminar in Communications and Related Disciplines. *3 (1-0)

See page for editorial changes.

C. Course Cancelled:

604

CLASSICS:A. New Courses:230 Introduction to the Ancient Near East and Greece.
*3 (either term, 3-0)

An introductory course in the history of the Ancient Near East and Greece from the Neolithic Age to the fourth century A.D.

Classics - continued

- 231 Introduction to Rome and the West *3 (either term, 3-0)
An introductory course in the history of Rome and the western Mediterranean to the collapse of the Roman Empire.
- 241 Ancient Science and Technology 3 (either term, 3-0)
A survey of ancient science and technology in the Middle Eastern, Greek and Roman civilizations.
- 250 The Greek World *3 (either term, 3-0)
Greek life and society illustrated by archaeological discoveries; the Bronze Age, the city, temples, Athens, Sparta, Greek art and architecture, trade, warfare. Slides, films, other materials.
- 251 The Roman World *3 (either term, 3-0)
A study of Roman society illustrated by archaeological discoveries; city life, housing, town planning, games, trade, shipping and the army. Slides, films, coins, other materials. Note: formerly a full course.
- 260
- 359 Classics in English (Greek) I *3 (First Term, 3-0)
Greek literature studied within the context of ancient Greek civilization; will include Homer, Hesiod, lyric poetry, Aeschylus and Sophocles. Note: formerly part of Classics 350.
- 360 Classics in English (Greek) II *3 (Second Term, 3-0)
A continuation of the study of Greek literature within the context of ancient Greek civilization; will include Sophocles, Euripides, Aristophanes, the historians and the philosophers. Note: formerly part of Classics 350.
- 361 Classics in English (Latin) 1 *3 (First Term, 3-0)
A study of Rome's literature from its beginnings to the Augustan Age, illustrating various aspects of Roman life. Note: formerly part of Classics 351.

Classics - continued

- 362 Classics in English (Latin) II *3 (Second Term, 3-0)
- A continuation of the study of Rome's literature within the framework of Roman life: literature of the Augustan Age and the later Empire. Note: formerly part of Classics 351.
- 363 History of Ancient Greece I *3 (First Term, 3-0)
- The Hellenic world from its beginnings in the Bronze Age until the Persian Wars, with special attention to the organization of the city state, Sparta and the rise of Athenian democracy. Note: formerly part of Classics 352.
- 364 History of Ancient Greece II *3 (Second Term, 3-0)
- The Hellenic world from the Persian Wars, through its greatest period and the Peloponnesian War, to the death of Alexander the Great. Note: formerly part of Classics 352.
- 365 History of the Roman Republic I *3 (First Term, 3-0)
- The Roman Republic from its beginnings down to 133 B.C., with special attention to social, economic and constitutional development and the conquest of the Mediterranean. Note: formerly part of Classics 353.
- 367 History of Greek Art I *3 (First Term, 3-0)
- The rise and progress from the Cretan period: architecture and early sculpture. Note: formerly part of Classics 354.
- 366 History of the Roman Republic II *3 (Second Term, 3-0)
- The failure of the Roman Republic (133-44 B.C.) considered in the light of imperial expansion in the Mediterranean, with special attention to the careers of Marius, Sulla, Pompey and Julius Caesar. Note: formerly part of Classics 353.
- 368 History of Greek Art II *3 (Second Term, 3-0)
- Sculpture from the Classical period to the Graeco-Roman Age; Painting. Note: formerly part of Classics 354.
- 369 Early Civilizations I *3 (First Term, 3-0)
- A survey of the beginnings and development of civilization in the Near East, including Sumer, Babylon, Assyria and Persia. Note: formerly part of Classics 356.

Classics - continued370 Early Civilizations II *3 (Second Term, 3-0)

The development of civilization in the western half of the Fertile Crescent, including the rise and decline of the Egyptian, Hittite and Hebrew monarchies.

Note: formerly part of Classics 356.

371 History of the Roman Empire I *3 (First Term, 3-0)

The Roman Empire and its rule over the Mediterranean world to 180 A.D., with particular attention to imperial government, law and civilization. Note: formerly part of Classics 358.

372 History of the Roman Empire II *3 (Second Term, 3-0)

The later Roman Empire, its decline and fall; its influence on Byzantine and western European culture. Note: formerly part of Classics 358.

Topics in Roman Imperial History I *3 (First Term, 3-0)Topics in Roman Imperial History II *3 (Term, 3-0)Topics in Roman Republican History I *3 (Term, 3-0)Topics in Roman Republican History II *3 (Term, 3-0)Topics in Hellenistic History I *3 (Term, 3-0)

Classics - continued

Topics in Hellenistic History II *3 (Term, 3-0)

Topics in Early Greek History I *3 (Term, 3-0)

Topics in Early Greek History II *3 (Term, 3-0)

Topics in Classical Greek History I *3 (Term, 3-0)

Topics in Classical Greek History II *3 (Term, 3-0)

Regional Studies in Ancient History I *3 (Term, 3-0)

Regional Studies in Ancient History II *3 (Term, 3-0)

Classics - continued

Topics in Greek and Italian Archaeology I *3 (Term, 3-0)

Topics in Greek and Italian Archaeology II *3 (Term, 3-0)

Greek and Latin Epic I *3 (Term, 3-0)

Greek and Latin Epic II *3 (Term, 3-0)

Greek and Roman Tragedy I *3 (Term, 3-0)

Greek and Roman Tragedy II *3 (Term, 3-0)

Greek and Roman Comedy I *3 (Term, 3-0)

Greek and Roman Comedy II *3 (Term, 3-0)

Classics - continued

C. Courses Cancelled:

350, 351, 352, 353, 354, 356, 358.

See page for course and editorial changes.

COMPARATIVE LITERATURE:

A. New Courses:

463 Literature and the Visual Arts *3 (either term, 3-0)

Subject to An introduction to the international study of the influence
clearance with of the visual arts (e.g. painting and sculpture) on
Dept. of Art & literature (individual works, movements, forms and styles).
Design Prerequisites: A course in the history of art. Reading
 knowledge of one relevant foreign language.

464 Literature and Music *3 (either term, 3-0)

An introduction to the international comparative study of
the influence of music on literature (individual works,
movements, forms and styles).
Prerequisites: A course in the history of music. Reading
knowledge of one relevant foreign language.

585 Studies of Forms and Genres *3 (either term, 3-0) or *6 (3-0)

A comparative historical and gheoretical approach to
particular international literary forms and genres. The
content of the course is to change from year to year and
instructor to instructor.
Prerequisite: Competent reading knowledge of one relevant
language other than English.

595 Special Topics in Comparative Literary History *3 (either
term, 3-0) or *6 (3-0)

To be offered Prerequisite: Competent reading knowledge of at least one
in the 1973/74 relevant language other than English.
session Note: Normally open to graduate students of literature only.

See page for course changes.

DRAMA:

A. New Courses:

394 Production Laboratory *3 (either term, 1-6)

Production organization; experience in preparing and
running of a play in performance.

Drama - continued

405 Honors Seminar *3 (term, 3-0)

441 Advanced Speech *6 (6L)

Extension of vocal techniques. Work on text from period styles. Prerequisite: Drama 340. Note: Restricted to BFA (Drama) students. Formerly Drama 540.

541 Dialects and Accents *6 (6L)

Survey of dialects and accents; intensive practice in representative examples from the British Isles, Europe, and North America. Tutorial instruction to suit the actor's vocal needs. Prerequisite: Drama 441. Note: Restricted to BFA (Drama) students. Formerly Drama 440.

C. Courses Cancelled:

440, 540.

For course and editorial changes, see page

ECONOMICS:

A. New Courses:

333 Economics of Internal Labour Markets *3 (either term, 3-0)

Analysis of the rules and procedures which govern the pricing, allocation, and development of human resources within administrative units such as firms or plants, and the relationship of those rules and procedures to the external economic and social environment. Considers, for example, the nature of labour-management conflict, the role of trade unions, and the process of collective bargaining. Prerequisites: Econ 201-202 or 306-307 or 304.

334 Economics of Poverty *3 (either term, 3-0)

An examination of the economic factors associated with low income levels and standards of living of various Canadian occupational groups. Proposals to alleviate certain low income problems -- the guaranteed income plan, the negative income tax proposition etc. A critical appraisal of existing Federal, Provincial and Municipal programs in the Welfare and related fields. Prerequisites: Econ 201-202 or 306-307 or 304 or consent of the Department.

362 Introduction to Urban Economics *3 (either term, 3-0)

An examination and analysis of the relationships of urbanization and economic growth, the economic aspects of urban spatial organization, housing, and transportation, and the urban public economy. Special attention to Canadian urban economic issues. Prerequisites: Econ 201-202 or 304, 306-307 or consent of the Department.

Economics - continued

- 364 Economics of the Prairie Region *3 (either term, 3-0)
- Economic history and the contemporary economic situation; agriculture, resources development, potential for economic diversification in manufacturing and service industries, the prairie region in the national economy -- tariffs, transportation, monetary policy, energy policy. Prerequisites: Econ 201-202 or 306-307 or 304.
- 366 Energy Economics *3 (either term, 3-0)
- 369 Economics of the Environment *3 (either term, 3-0)
- Economic growth and the deterioration of the environment; types and causes of environmental deterioration; theory, policy, and measurement relating to environmental deterioration; recreation economics; and current Canadian environmental topics. Prerequisites: Econ 201 and 304 or 306.
- 374 Economics of Regulation *3 (either term, 3-0)
- The study of the reasons for regulation and the operation of provincial and federal regulatory bodies in a number of industries. Among the industries studied are the natural gas and electrical utilities, and the transportation and communication industries. Prerequisites: Econ 201-202, 306-307 or 304.
- 391 Economic Institutions and Ideologies *3 (either term, 3-0)
- Pre-capitalist Europe; the rise of individualism and the individualistic ethic; industrial capitalism; economics of Marx and Socialism; the rise of corporate capitalism; the consolidation of monopoly power; economic imperialism; Keynesian economics and economic policies; contemporary capitalism and its critics.
- 394 The Political Economy of the New Left *3 (either term, 3-0)
- A survey and criticism of the economic views of the New Left radicalism. Prerequisites: Econ 201-202 or 306-307 or 304.
- 442 Economics of Risk *3 (either term, 3-0)
- The basic determinants of risk and the feasibility of risk-pooling, with some study of alternative financial markets. Prerequisites: Econ 381, 382.

Pages 10, 11 and 12 are to include further Economics courses and will be provided at August 27, 1973 meeting.

Economics - continued

- 501 History of Economic Thought *3 (either term, 3-0)
- A survey of economic thought from Adam Smith to modern times, with particular attention to the theories of economic development and growth.
- 510 Bayesian Techniques in Econometrics *3 (either term, 3-0)
- A study of the theoretical background and empirical relevance of such techniques.
- 516 Economics of Technical Change *3 (either term, 3-0)
- Effects of changes in technology on economic growth. Problems of specification and measurement in constructing productivity indexes. Role of education, learning by doing, and structural shifts. Survey of the economics of research and development, invention, and innovation.
- 533 Topics in the Analysis of Internal Labour Markets
*3 (either term, 3-0)
- Directed reading and research concerning the rules and procedures which govern the pricing, allocation, and development of human resources within administrative units such as firms or plants, and the relationship of those rules and procedures to external economic and social factors.
- 542 Theory of Risk-Bearing *3 (either term, 3-0)
- Some alternative formulations of uncertain states facing economic agents and the implications of the analysis for the results of static economic theory.
- 555 Project Evaluation *3 (either term, 3-0)
- Principles of evaluation of costs and benefits of public programmes. Problems connected with definition and measurement of costs and benefits. Consideration of market imperfection, risk and uncertainty.
- 556 Economic Policy Analysis *3 (either term, 3-0)
- An analysis of the economic factors affecting the objectives and budgets of governments and other not-for-profit organizations, and of the problems of economic forecasting and budgeting.
- 557 Fiscal Systems *3 (either term, 3-0)
- An analysis of the development of government expenditure patterns and revenue structures in different economic systems and countries, of tax and expenditure coordination, and of international aspects of stabilization and redistribution policies.

economics - continued

- 558 The Urban Public Economy *3 (either term, 3-0)
- An examination of the expenditure patterns and revenue structures of urban governments; analysis of the concept of public goods in the urban context, and of the factors affecting the demand for them and supply of them; survey of special problems.
- 559 Health Care Economics *3 (either term, 3-0)
- Problems of resource allocation in the health care sector with special reference to the Canadian economy.
- 566 Resource Economics II: Economics of the Environment
*3 (either term, 3-0)
- Economic theory and policy relating to resource and environmental quality problems; welfare and public policy issues in resource decision-making; the relationships between economic growth and environmental preservation; externalities and public goods; economics of pollution; recreation economics; selected Canadian environmental issues.
- 567 Canadian Energy Resources *3 (either term, 3-0)
- An economic evaluation of the role of energy resources in the Canadian economy.
- 580 Measurement in Economics *3 (either term, 3-0)
- Problems involved in the measurement of concepts like national income and wealth, balance of payments, employment, input-output relations and productivity. Evaluation of selected works.
- 584 Aggregation in Economics *3 (either term, 3-0)
- Meaning and relevance of aggregation. Aggregation over individuals and commodities. Aggregation in input-output analysis. Aggregation problems in measurement of inputs. Inconsistent aggregation-measurement and policy implications.
- 595 Computer Applications in Economics *3 (either term, 3-0)
- An introduction to the relationship between economic analysis and modern high speed computers. Topics include computer techniques useful in economics, computerized statistical techniques, and examination of selected economic models of both a mathematical and stochastic nature.

FRENCH (Department of Romance Languages) New courses nil; for course changes see page

GEOGRAPHY:

New courses: nil; for course and editorial changes, see page

GERMANIC LANGUAGES:

New courses: nil; for course and editorial changes, see page

HISPANIC LANGUAGES AND LITERATURES (Department of Romance Languages)

A. New Courses:

- SPAN 304 Hispanic Civilization from the Medieval Period to 1700
*3 (either term, 3-0)
- A survey of the principal historical periods and literary movements influencing the formation and development of Spanish culture from the Medieval period to 1700; emphasis given to composition and conversation in Spanish. Co-requisite: Spanish 300. Note: formerly part of Spanish 305.
- 306 Hispanic Civilization from 1700 to the Present
*3 (either term, 3-0)
- A survey of the principal historical periods and literary movements influencing the formation and development of Spanish culture from 1700 to the present; emphasis given to composition and conversation. Co-requisite: Spanish 300. Note: formerly part of Spanish 305.
- 315 Spanish XIXth Century Peninsular Literature *3 (Second Term 3-0)
- Literature of the Nineteenth Century studied through a number of selected works. Prerequisites: Span 300 or 304 and 306.
- 320 Spanish XXth Century Peninsular Literature *3 (Second Term, 3-0)
- Literature of the Twentieth Century studied through a number of selected works. Prerequisites: Span 300 or 304 and 306.
- 350 Spanish-American Literature of the Colonial Period and the XIXth Century *3 (First Term, 3-0)
- A survey of the development of Spanish-American literature during the Colonial and National periods to the end of the Nineteenth Century. Prerequisite: Span 300 or 304 and 306. Note: formerly part of Spanish 340.

Hispanic Lang. & Lit. - continued

- SPAN 355 Spanish-American Literature of the XXth Century.
*3 (First Term, 3-0)
- A survey of the development of Spanish-American literature in the Twentieth Century. Prerequisite: Span 300 or 304 and 306. Note: formerly part of Spanish 340.
- 400 Advanced Composition, Translation and Reading *3 (First Term, 3-0)
- Prerequisite: Span 300. Note: formerly part of Spanish 405.
- 410 Spanish Medieval Literature *3 (First Term, 3-0)
- Prerequisites: Span 315 or 320 or 350 or 355.
- 415 Prose Writers of the Golden Age *3 (Second Term, 3-0)
- Prerequisite: Span 315 or 320 or 350 or 355. Note: formerly part of Spanish 460.
- 420 Poetry of the Golden Age *3 (First Term, 3-0)
- Prerequisite: Span 315 or 320 or 350 or 355. Note: formerly part of Spanish 460.
- 425 Theatre of the Golden Age *3 (Second Term, 3-0)
- Prerequisite: Span 315 or 320 or 350 or 355. Note: formerly part of Spanish 460.
- 450 Topics in Spanish-American Literature *3 (Second Term, 3-0)
- Prerequisite: Span 315 or 320 or 350 or 355.
- 674 Seminar in Spanish-American Literature *3 (either term, 3-0)
or *6 (3-0)

C. Courses Cancelled:

SPAN 305, 310, 330, 340, 405, 460, 470, 490, 491, 492.

For course and editorial changes, see page

HISTORY:

A. New Courses:

- 278 An Introduction to the Study of Canadian History 1500-1867
*3 (either term, 3-0)

Designed to provide a foundation for senior and advanced courses in Canadian History. Note: formerly History 378.

History - continued

- 279 An Introduction to the Study of Canadian History 1867-1967
*3 (either term, 3-0)
- Designed to provide a foundation for senior and advanced courses in Canadian History. Note: formerly History 379.
- 334 Ancient and Medieval Ukraine *3 (First Term, 3-0)
- The social, political and cultural development of Ukrainian lands from prehistory through the fifteenth century. The impact of the Normans, Byzantium, and the steppe nomads.
- 335 Ukraine in Early Modern Times *3 (First Term, 3-0)
- Ukraine in the Polish-Lithuanian commonwealth. The rise of the Cossacks and their confrontations with the Turko-Tartars, Poland, and Muscovy. Religious controversies and cultural trends in the age of the Baroque. Note: formerly part of History 327.
- 336 Nineteenth Century Ukraine *3 (Second Term, 3-0)
- The Ukrainian people in the Russian and Austro-Hungarian empires. From serfdom to capitalism. The national movement and the making of the modern nation. Note: formerly part of History 328.
- 337 Twentieth Century Ukraine *3 (Second Term, 3-0)
- World War I and the emergence of the Ukrainian Republic. Ukrainian lands in the U.S.S.R. and Poland during the interwar period. World War II and Nazi occupation. Soviet Ukraine since 1945.
- 509 Latin America (Comprehensive) *6 (3-0)
- 590 Latin America *6 (3-0)
- (A bibliographical seminar)

C. Courses Cancelled:

327, 328, 378, 379.

For course and editorial changes, see page

MUSIC:A. New Courses:251 Elementary Aural Skills *3 (3L)

The aural perception of materials covered in Music 250.
Co-requisite: Music 250. Note: a half course offered
over the full session. Formerly part of Music 250.

351 Aural Skills *3 (3L)

The aural perception of materials covered in Music 350.
Prerequisite: Music 251. Co-requisite: Music 350.
Note: a half course offered over the full session.

410 Studies in Musical Style I *3 (either term, 3-0)

Forms, techniques and styles studied through representative
composers and genres of selected style periods.
Prerequisites: Music 202, 203, 302, 303.

411 Studies in Musical Style II *3 (either term, 3-0)

Forms, techniques and styles studied through representative
composers and genres of selected style periods.
Prerequisites: Music 202, 203, 302, 303.

506 Tutorial Study *3 (either term, 3-0)

Independent research in a specific area of the student's
interest. Prerequisites: Music 202, 203, 302, 303.

655 Dramatic Coaching in Opera *3 (3L)

For course and editorial changes see page

PHILOSOPHY:A. New Course:355 Philosophy of the Environment *3 (either term, 3-0)

For course changes, see page

POLITICAL SCIENCE:A. New Courses:

- 341
- Soviet Government and Politics
- *3 (First Term, 3-0)

An introduction to the basic structures of Soviet government, including party, state, law and other features of the political system. Note: formerly a part of Political Science 340.

- 342
- Problems in Soviet Government
- *3 (Second Term, 3-0)

The examination of recurring problems in Soviet Government. Note: formerly a part of Political Science 340.

- 446
- Soviet Foreign Policy
- *3 (either term, 3-0)

An examination of the foreign policy of the Soviet Union.

- 483
- Political Systems, Civil Liberties and Human Rights
-
- *3 (either term, 3-0)

An analytical and comparative study of the nature, role and protection of civil liberties and human rights in selected political systems.

- 553
- Comparative Political Participation
- *3 (either term, 3-0)

- 592
- Political Psychology
- *3 (either term, 3-0)

- 618
- Philosophical Analysis of Political Psychology Theories
-
- *3 (either term, 3-0)

C. Courses Cancelled:

327, 328, 340.

For course and editorial changes, see page

RUSSIAN: (Department of Slavic Languages)A. New Courses:

- 320
- Masterpieces of Russian Literature (in Translation)
-
- *3 (First Term, 3-0)

A survey of the outstanding authors and literary trends in pre-twentieth century Russian literature with primary emphasis on nineteenth century Romanticism and Realism. Note: Not accepted to meet the requirements in the principal area of concentration, or the second area of concentration, if the principal area is Russian.

Russian - continued

- 321 Twentieth Century Russian Literature (in Translation)
*3 (Second Term, 3-0)

A study of pre-revolutionary modernist, early Soviet and recent Soviet literature. Note: Not accepted to meet the requirements in the principal area of concentration, or the second area of concentration, if the principal area is Russian.

- 323 Tolstoy and Dostoevsky (in Translation) *3 (Second Term, 3-0)

An in-depth study of Russian literature's foremost novelists of the nineteenth century. Note: Not accepted to meet the requirements in the principal area of concentration, or the second area of concentration, if the principal area is Russian.

- 413 Russian Romanticism *3 (either term, 3-0)

A course devoted both to the study of the formative currents in early nineteenth-century Russian literature and to the analysis of representative works by the foremost Russian romanticists -- Zhukovsky, Pushkin, Marlinsky, Gogol, Lermontov et al. Prerequisites: Russian 304 or consent of the Department.

- 696 Studies in Individual Authors *3 (either term, 3-0) or *6 (3-0)

C. Courses Cancelled:

331, 332, 491, 612, 616, 618, 620, 624, 626, 628.

For course changes, see page

SLAVICS: (Department of Slavic Languages)

A. New Course:

- 521 Readings in Old Church Slavonic *3 (Second Term, 3-0)

For course changes and editorial changes, see page

SLAVIC LINGUISTICS:

C. Course Cancelled:

699

For course changes converting a number of Slavic Linguistics courses to Slavic courses, see page

UKRAINIAN:

A. New Courses:

- 320 Masterpieces of Ukrainian Literature (in Translation)
 *3 (either term, 3-0)

A survey of the outstanding authors and literary trends in nineteenth and twentieth-century Ukrainian literature against their social and historical backgrounds.

Note: Not accepted to meet the requirements in the principal area of concentration, or the second area of concentration, if the principal area is Ukrainian.

- 511 The Structure of Ukrainian I *3 (First Term, 3-0)
- 512 The Structure of Ukrainian II *3 (Second Term, 3-0)
- 641 Studies in Ukrainian Poetry *3 (either term, 3-0)
- 642 Studies in Ukrainian Drama *3 (either term, 3-0)
- 643 Studies in the Soviet Ukrainian Novel *3 (either term, 3-0)
- 696 Studies in Individual Authors *3 (either term, 3-0) or *6 (3-0)

C. Course cancelled:

618.

For course changes, see page

RELIGIOUS STUDIES:

A. New Courses:

Page 20 will include Religious Studies course and be provided at the August 27/73 meeting.

RELIGIOUS STUDIES:

A. New Courses:

318 Japanese Buddhism *3 (either term, 3-0)

319 Chinese Mahayana Buddhism *3 (either term, 3-0)

322 Islamic Sects *3 (either term, 3-0)

The course will examine the development of sectarian divisions among Muslims with their religious and political implications. Specific Shicah sects, both extremist and moderate, will be considered. Special attention will be given to some eclectic religious ideas and concepts these sects present.

326 Muslim-Christian Relations *6 (3-0)

Areas of theological and doctrinal confrontation, interaction, and dialogue between the two religions.

363 Religious Founders *3 (either term, 3-0)

An examination of the lives of religious founders: Abraham, Buddha, Christ and Muhammad, and what their lives meant to the lives and devotions of religious people throughout history. Special emphasis will be put on the hagiographical and devotional literatures dealing with the births, miracles and general lives of the founders.

375 Thanatology *3 (either term, 3-0)

A consideration of death and dying in the great religious traditions, with particular emphasis on the recent literature.

376 Fundamentalism *6 (3-0)

A study of the genesis and development of Fundamentalism with particular emphasis on its growth in the 19th and 20th centuries.

401 Contemporary European Religious Thought *6 (3-0)

Barth, Bultmann, Bonhoeffer, Ebeling, Fuchs. A seminar course.

432 A Reading Course in Original Hebrew Manuscripts *6 (3-0)

The University of Alberta Cohen Collection of the Ben Sion Sephardic Hebrew Manuscripts will be utilized as original source material for Biblical studies and commentaries, Jewish history, Jewish philosophy, Codes of Jewish Law, Liturgy, and Jewish Mysticism. The documents will be studied in their original Hebrew text.

Prerequisites: A reading knowledge of Hebrew.

Religious Studies - continued

- 452 The Religion of the Madhyamika System *3 (either term, 3-0)
A depth study of the religious thought of Nagarjuna.
- 460 Religious Hermeneutics *6 (3-0)
A consideration of Bultmann's demythologization theory,
its historical antecedents, and its consequences.
- 462 Methodology in Religious Studies *6 (3-0)
A study of how one arrives at normative patterns.

SOCIOLOGY:

A. New Courses:

- 456 Mortality, Morbidity, and Aging *3 (either term, 3-0)
Measures and determinants of mortality and morbidity;
social gerontology in developed and developing societies;
demographic and selected socio-economic aspects of aging.
Prerequisites: Sociology 351 or 352 or 375 or consent of
the Department.

SOCIOLOGY:

A. New Courses:

- 324 Sociology of Deviance and Conformity *3 (either term, 3-0)
- Processes involved in defining behavior patterns as deviant; factors which influence conformity and change; examination of such behavior patterns as sexuality, alcoholism, drug use, and selected mental and physical disabilities; public reaction to such behavior. Note: Not available for credit to students with credit in Sociology 320.
- 375 Sociology of Aging *3 (either term, 3-0)
- Aging as a socio-cultural phenomenon; theoretical, cross-cultural and historical perspectives. Includes aging in relation to the self-concept, family, religion, politics, health, retirement and leisure, housing; attitudes toward death.
- 377 Sociology of Youth *3 (either term, 3-0)
- The comparative analysis of youth in various types of societies, with special emphasis on Canada including investigation of social structures and processes influencing behavior of young people.
- 505 Colloquium Course *3 (either term, 3-0)
- Note: For graduate students in the Sociology Non-Thesis MA Program. Prerequisite: Consent of the Department.
- 514 Evaluation Research *3 (either term, 3-0)
- The application of research methods and procedures to the evaluation of social policies and social programs; methodological, political and social issues; case studies. Prerequisite: Sociology 411.
- 523 Criminal Justice in the Community *2 (1-0)
- Presentations by persons actively involved in the criminal justice system. Note: Required for MA in Corrections Program. Prerequisite: Consent of the Department.
- 524 Field Placement in Criminal Justice *3 (either term, 3-0)
- Note: For graduate students in the MA in Corrections Program. Prerequisite: Consent of the Department

For course and editorial changes, see page

CALENDAR COMMITTEE REPORT - 1974/75 CALENDARPart II. Course and Calendar ChangesANTHROPOLOGY:D. Editorial Change:Section 43.2.1/HONORS IN ANTHROPOLOGY

Delete all detail and insert:

The B.A. with Honors is designed to provide both broad training in Anthropology and an opportunity to undertake independent work. Interested students may obtain information regarding the program from the Departmental office.

ART AND DESIGN:D. Editorial Change:Section 43.24(2)

Insert a new sub-para (b) as follows and re-letter remaining sub-paras accordingly:

(b) A grade of 4 in a central subject may normally be allowed only once in a BFA student's program. In any year in which the student's grade point average is 6.0 or less, a second grade of 4 will not be accepted for credit. The course in which the subsequent grade of 4 was received must be repeated for BFA credit, or an alternative course, approved by the Department, must be substituted.

CLASSICS:B. Course Changes:

Latin 533: renumber as Latin 534, insert note: formerly Latin 533.

Latin 534: renumber as Latin 533, insert note: formerly Latin 534.

D. Editorial Changes:Section 43.4.2 Honors in Classics

Delete: entire section

Insert: Programs in this field require five full-session courses (or equivalent) beyond the 100 level in the classical language chosen as a major; three or four full-session courses (or equivalent) beyond the 100 level in the classical language chosen as a minor, plus either Greek History (Classics 363/364 normally) or Roman History (Classics 365/366 or 371/372 normally) or Roman Archaeology (Classics 459) depending on the major chosen; and nine or ten full-session options (or equivalent).

Classics - continuedSection 43.4.3

Delete: "at least three of Classics 352, 353, 354, 356, 358,
at least one of Classics 459, 461, 462, 465, 466, 467"

Insert: "at least six of Classics 363, 364, 365, 366, 367, 368,
369, 370, 371, 372; at least one full-session equivalent
of Classics 459, 461, 462, 465, 466, 467, 468, 469"

Section 43.4.4

Delete: second paragraph

Insert: Programs in these fields require at least five full-session courses (or equivalent) beyond the 100 level in Latin or Greek; at least four (or equivalent) in second subject; Classics 359/360 (Greek Life and Letters); Classics 360/361 (Latin Literature in Translation); either Classics 363/364 (Greek History), if the major language is Greek, or Classics 365/366 or 371/372 (Roman History), if the major language is Latin; and eight full-session options (or equivalent), one of which must be a Science course which should be taken in the first year, for a total of twenty full-session courses (or equivalent). Programs will be arranged in consultation with the other departments concerned.

Section 43.4.5

Delete: in brackets, line 10: each

Insert: in brackets line 10 after five: full-session equivalents.

Section 43.4.6

(a) Four-Year Special Program

Delete: (5-8 courses) and (4-5 courses)

Insert: 5-8 full-session (or equivalent) courses
4-5 full-session (or equivalent) courses

(b) Three-Year General Program

Insert: (in line 12 of text) between five and course: full-session (or equivalent)

Section 44.7 Classics

Replace present Note with the following:

Note: All 200 and 300-level courses under this heading are survey courses designed primarily for the non-specialist and may be taken by students with no knowledge of Greek or Latin.

For additional related courses see 44.16 and 44.23.

Classics - continued

Section 44.7.1

Delete: Note: "Only one of Classics 200 or 240 may be taken for credit."

Section 44.7.3

Delete: (line 3-4): "Normally they are conducted as seminars and"

Capitalize "t" in the (to commence new sentence).

Section 44.16.2 / Greek 411

Delete: "381, 382, 383, or 385".

Insert: "371 - 380 inclusive".

Section 44.23.2 / Latin 363

Insert: apostrophe s after Cicero: "Selections from Cicero's ..."

/ Latin 411

Delete: "372, 373, 374 or 375".

Insert: "361 - 368 inclusive".

Section 44.23.3 / Latin 533 Latin Palaeography

/ Latin 534 Mediaeval Latin

} interchange numbers.

Note to Committee: Latin 534 and 533 are a pair of courses taken normally in the same year in the sequence of Mediaeval Latin, Palaeography.

COMPARATIVE LITERATURE:

B. Course Changes:

- 640 Change weight and hours to read: *3(either term, 3-0) or *6(3-0)
- 646 Change weight and hours to read: *3(either term, 3-0) or *6(3-0)
- 696 Change weight and hours to read: *3(either term, 3-0) or *6(3-0)
- 699 Delete description

DRAMA:B. Course Changes:

- 393 Add note: Restricted to B.F.A. (Drama) students.
 470 Change prerequisite to read: Drama 370.
 482 Change weight to read *3(either term, 1-4).
 500 Insert: Prerequisite: Consent of Department.
 530 Add note: Restricted to B.F.A. (Drama) students.

D. Editorial Changes:Section 43.6.1/HONORS IN DRAMA

Delete: Entire section

Insert: The Honors program provides a comprehensive introduction to the areas of Improvisational Drama or Playwriting or Theatre History, and is the most desirable route for students who wish preparatory experience in these areas or who intend to proceed to higher degrees in Drama. Eleven drama courses are required; three of the remaining courses must be natural or social sciences. For promotion from year to year and graduation with honors, a minimum G.P.A. of 7.0 in all drama courses must be maintained.

Section 43.25.2/SPECIALIZATION IN ACTING

Second Year:

Delete: one of Drama 300, 401, 402 plus.

Insert: Drama 300.

Third Year:

Delete: one of Drama 300, 401,

Insert: Drama 401 or

Section 43.25.3/SPECIALIZATION IN DESIGN

Second Year:

Delete: one of Drama 300, 401, 402 plus.

Insert: Drama 300.

Third Year:

Delete: one of Drama 300, 401,

Insert: Drama 401 or

Section 43.6.2

Line nine correct 4th to read 4.

ECONOMICS:

B. Course Changes:

- 353 Change prerequisites to read: Economics 200 or 201/2 or consent of the Department.
- 365 Delete course description and prerequisites and insert:
Problems of allocation and development of natural resources, including contemporary Canadian resource policy issues; nature and types of resources; the economics of conservation and resource scarcity; and the role of resources in growth.
Prerequisites: Economics 201 and 304 or 306.
- 565 Change title and term to read: Resource Economics I: The Economics of Conservation and Resource Scarcity.
*3(either term, 3-0).
Change description to read:
Economic analysis of quantitative aspects of natural resource use and development; the economics of conservation; the role of resources in growth; resource scarcity; quantitative tools (benefit-cost and input-output analysis) in resource management; selected Canadian resource management; selected Canadian resource issues.
Prerequisites: Economics 481/2 or consent of the Department.
- 201/202 See last page for details.

D. Editorial Changes:Section 43.7.1 / HONORS IN ECONOMICS

Line 17, beginning "Note" delete all remaining detail and insert the following:

First year: Economics 201/2, an approved junior course in Mathematics, three options.

Second year: Economics 381/2, Economics 395/6 or an approved full-year course in Statistics, an approved Economics option, two options.

Third year: Three approved Economics options, two options.

Fourth year: Economics 481/2, two approved Economics options, two options.

NOTE A: Economics 407/8 and Economics 486/7 are recommended for students going to graduate school.

NOTE B: Supporting senior courses in Mathematics or Statistics are ordinarily suggested somewhere in the list of general options, as are courses in a modern language other than English (preferably French, German or Russian). Accounting 202 and 204 together are acceptable as an option at any stage in the program as are additional courses in Economics.

Students wishing to undertake a program of Soviet and East European studies may register for Honors in Economics. By choosing options according to the program requirements set out by the Inter-departmental Committee on Soviet and East European Studies, a student may qualify to have the notation "Slavic and Soviet Studies" added to his record upon satisfactory completion of his program.

GEOGRAPHY:

B. Course Change:

400 Change title to read: North America *6(3-0)

D. Editorial Change:

Section 43.9.1 / HONORS IN GEOGRAPHY

Delete all detail and insert the following:

The B.A. with Honors is designed to combine a broad training in Geography with an opportunity to develop a special interest in some branch of the subject. Information on the program may be obtained from the departmental office or from the members of the Department's Honors Committee.

GERMAN:

B. Course Changes:

455 Change course description to read:
Contemporary German literature from 1945 to the present, and the major theoretical aspects of contemporary German poetry, drama and prose.

505 Change weight to read *6(3-0)

D. Editorial Change:

Section 43.10.1 / HONORS IN GERMAN

Delete all detail and insert:

An undergraduate may elect to read for Honors in German either at the beginning of the first year or after satisfactory completion of one or two years of the general B.A. degree program.

The program will normally require ten courses in German (including German 300, 301, 330, 511 and 512 and, in the fourth year, German 505), six approved options in supporting disciplines selected in consultation with the Department, one junior English course (see below), and three courses in the "Social Sciences" or "Natural Sciences," for a total of twenty courses.

To meet the English requirement, the Department recommends that English 200 be taken in the first year. However, credit will be given for English 210 or any two half-year English courses at the 200-level.

All programs will be arranged in consultation with the Department; departmental approval of the program in any given year is required before registration.

SCANDINAVIAN (Department of Germanic Languages):

B. Course Changes:

- 300 Change prerequisite to read: Scandinavian 100 or consent of the Department.
- 340 Change the word "Sagas" to read: sagas.
- 375 In the second sentence of the description delete: "in the second term".

HISTORY:

B. Course Changes:

- 371 to 377 inclusive: delete prerequisites for each course and insert:
Students are strongly encouraged to take History 278/279 before enrolling for this course.

D. Editorial Changes:

Section 44.18 / History:

Change the introductory note to read;

No more than one full-session or two single-term junior courses in the European field may be offered for credit to the B.A. program. For Ancient History see Classics section 44.7.

Section 44.18.4 / HONORS AND GRADUATE COURSES

This section heading, together with History 399, is to be relocated between History 496 and History 499.
The following courses, omitted from the calendar in error, are to be re-inserted after History 580:

599 Directed Study *6(3-0)

Note: For students in the fourth year of the Honors program.

600 Conference Course

Directed studies in special subjects to meet individual requirements.

601 Documentary Chinese for Historians *6(3-0)

Prerequisite: Previous training in the Chinese language and consent of the Department.

602 Philosophy of History and Historical Methodology *6(3-0)

Note: Required of all candidates for higher degrees in History.

HISTORY - Editorial Changes - Continued.

- 603 Documentary Japanese for Historians *6 (3-0)
Prerequisite: Previous training in the Japanese language and consent of the Department.
- 604 Historical Interpretations *6 (3-0)
- 605 Research Seminar *3 (either term, 3-0)
The specific area of research is announced by the Department in the term before the seminar is offered.
- 607 Methods of Quantification for Historians *3 (either term, 3-0)
- 608 Studies in Comparative History *6 (3-0)
Studies in select topics in comparative historical institutions and ideas. Topics to be announced annually.
- 611 Topics in European Diplomatic History 1870-1945 *6 (3-0)
- 612 Topics in Modern German History *6 (3-0)
- 621 Medieval Europe *6 (3-0)
- 623 Early Modern Western Europe *6 (3-0)
- 625 Modern Western Europe *6 (3-0)
- 627 Russia Since 1462 *6 (3-0)
- 632 Revolutionary Movements in France 1789-1914 *6 (3-0)
- 652 Medieval England *6 (3-0)
- 654 Early Modern England *6 (3-0)
- 656 Modern England *6 (3-0)
- 658 The British Empire *6 (3-0)
- 660 The United States *6 (3-0)
- 670 Canada *6 (3-0)
- 672 Seminar in the History of the Canadian West *6 (3-0)
- 680 East Asia *6 (3-0)

NOTE: For an additional course related to History see INT D 546 in § 44.20

MUSIC:B. Course Changes:

- 206 Delete "pre" from Pre-Baroque in description.
- 250 Change title and weight to read: Elementary Harmony *3 (3L)
Add: Corequisite: Music 251
Add Note: A half course offered over the full session.
Formerly a full course.
- 261 Add prerequisite: Satisfactory completion of Department of
Music Theory Placement Examination.
- 332 Change weight to read *3 (3-0)
Add Note: Formerly a full course.
- 350 Change title and weight to read: Harmony *3 (3L)
Add: Corequisite: Music 351.
Add: Note: A half course offered over the full session. Formerly
a full course.
- 502 Title should read: Music History Seminar II.
- 510 Correct prerequisite to read: Music 202.
- 520 Correct prerequisite to read: Music 202.
- 532 Change title and weight to read: Music in the Church *3 (either
term, 3-0)
Change description to read: A stylistic and historical study
of religious service music.
Add: Note: Formerly a full course.
- 544 Correct prerequisite to read: Music 350.
- 552 Renumber as 433, correct title to read: Sixteenth-Century
Counterpoint. Change prerequisite to Music 352.
- 560 Delete phrase; and a co-requisite to Music 550.
- 561 Correct prerequisite to read: Music 463.
- 606 Correct title to read: Seminar in Baroque Music.
- 607 Correct title to read: Seminar in Classical Music.
- 608 Correct title to read: Seminar in Twentieth-Century Music.

Add: Note: A half course offered over the full session, to the following
courses: 215, 224, 229, 312, 315, 324, 329, 424, 428, 429, 430, 528, 529,
530 and 629.

Music - continued

D. Editorial Changes:

Section 43.26.1/GENERAL INFORMATION

In line 8 after "History and Literature" add the following new sentence: All Bachelor of Music students are required to participate for at least one year in an approved large ensemble.

Section 43.26.2/PROGRAM IN THEORY AND COMPOSITION

Under Third Year change Music history option to read: Music option.
Under Fourth Year change Senior non-music option to read: senior option.

Section 43.26.3/PROGRAM IN APPLIED MUSIC (KEYBOARD)

Section 43.26.4/PROGRAM IN APPLIED MUSIC (ORCHESTRAL INSTRUMENTS)

Section 43.26.5/APPLIED MUSIC (VOICE)

Section 43.26.6/PROGRAM IN MUSIC HISTORY AND LITERATURE

Under fourth year in each of these specialties, change senior non-music option to read: senior option.

PHILOSOPHY:

B. Course Changes:

- 230 Line 7: delete comma after "beliefs".
- 320 Change the second sentence of the course description to read:
Emphasis on philosophy originating in India and concerning the nature of man, the nature of the universe, and the methods of and standards involved in man's knowledge of the world and himself.
- 326 Change term to read: *3 (either term, 3-0)
Change line 7 to read: a review of the common main themes of the movement.
- 357, 435, 437 and 438 Change term to read: *3 (either term, 3-0)
- 443 Change title to read: Pragmatism.
Change description to read: An examination of important figures in the pragmatic movement.
- 447 Change title to read: Phenomenology.
- 454 Change description to read: Central works in the history of moral philosophy and/or selections from modern writers on the nature of morality will be considered.
- 456 Change prerequisites to read: Philosophy 348 or 352 or 354.
- 458 Change prerequisite to read: Philosophy 456.
- 460 Change title and hours to read: Axiomatic Set Theory *6 (3-0)

Philosophy - continued

- 460 cont'd. Change description to read: An axiomatic development of Zermelo-Fraenkel (or other standard) set theory and the foundations of mathematics. Topics include basic set algebra, functions, relations, orderings, mathematical induction and recursion, the construction of number systems, the axiom of choice, Zorn's lemma, and cardinal and ordinal arithmetic. Further topics, time permitting, will be determined by the interests of the students.
- 490 Change prerequisites to read: Philosophy 360 or 391 or consent of the Department.
- 508 Change hours to read: *6 (3-0)
- 523 Change title and term to read: Moral Philosophy II *3 (Second Term, 3-0)
- 564 Change title to read: Philosophy of Science I *3 (First Term, 3-0)
- 567 Change title to read: Philosophy of Science II *3 (Second Term, 3-0)
- 571 Change title to read: Contemporary Topics I *3 (First Term, 3-0)
- 573 Change title to read: Contemporary Topics II *3 (Second Term, 3-0)
- 679 Delete all detail in Note.

POLITICAL SCIENCE:B. Course Changes:

- 331 Change weight to read: *3 (either term, 3-0)
Add Note: Formerly a full course.
- 390 Change weight to read: *3 (either term, 3-0)
Add Note: Formerly a full course.
- 420 Change title to read: Canadian National Government.
- 422 Change hours to read: *3 (either term, 3-0)
- 423 Change hours to read: *3 (either term, 3-0)
- 472 Change title to read: Government and Politics of China
- 492 Change weight to read: *3 (either term, 3-0)
Add Note: Formerly a full course.
- 560 Insert colon in the title after: "Politics".
- 561 Insert colon in the title after: "Politics".

Political Science - continued

- 564 Insert colon in the title after: "Resolutions."
- 593 Change weight to read: *3 (either term, 3-0).
- 610 Change title, weight and hours to read: Macro-theories of Political Society *3 (either term, 3-0).
Add note: Formerly a full course.
- 695 Change title to read: Advanced Topics in Political Psychology.

D. Editorial Changes:Section 44.20.1/SENIOR COURSES

Change INT D 450 to read IN ST 450, delete the last four words, "and the student's department," and relocate the course under Section 44.21/Interdisciplinary Studies after IN ST 417.

Section 44.30.2/SENIOR COURSES

Change the note at the end of this section to read:
For additional courses related to Political Science see
INT D 346, 393, 540 and 546 in § 44.20 and IN ST 417 and
450 in § 44.21.

RELIGIOUS STUDIES:B. Course Change:

- 364 Delete prerequisite.

ROMANCE LANGUAGES:B. Course Changes:FRENCH: Section 44.12.1

- 200 Add prerequisite: French 30 or equivalent.
- 202 Add prerequisite: French 31 or consent of the Department.

SPANISH: Section 44.17.3

- 300 Change title to read: Second Year Spanish *6 (3-1)
Change description to read: Intensive grammar, composition and
conversation; an introduction to the reading of Spanish
literature. Prerequisite: Spanish 100.
- 302 Change title to read: Third Year Honors Language Seminar *2 (1-0)
- 403 Change title to read: Fourth Year Honors Language Seminar *2 (1-0)

Romance Languages, Spanish - continuedSection 44.17.4/HONORS AND GRADUATE COURSES

SPAN 503 to 690 inclusive: Change hours in each course to read:
*3 (either term, 3-0) or *6 (3-0).

Section 44.17.5/CATALAN

501 Change hours to read: *3 (either term, 3-0) or *6 (3-0).

Section 44.17.6/PORTUGUESE

503 Change hours to read: *3 (either term, 3-0) or *6 (3-0).

D. Editorial Changes:Section 43.19.11

Change to read: Any combination of Spanish courses will be accepted by the Faculty of Arts as a subject of concentration provided that the requirement for a minimum of three full-session courses is met, and the maximum not exceeded, and that prerequisite requirements are fulfilled. The Department of Romance Languages advises the following sequences:

(1) Three-course sequence: Spanish 100, 300, and any two senior single-term courses.

(2) Four-course sequence: Spanish 100, 300, 304 and 306, and any two senior single-term courses.

(3) Five-course sequence: Spanish 100, 300, 304 and 306, and any four senior single-term courses.

SLAVIC LANGUAGES:B. Course Changes:RUSSIAN: Section 44.34

303 Change prerequisite to read: Russian 100 or consent of the Department.

311 Change title to read: Second Year Russian for Science Students I.

312 Change title to read: Second Year Russian for Science Students II.

401 Change title to read: Third Year Russian I.

Change prerequisite to read: Russian 304 or consent of the Department.

402 Change title to read: Third Year Russian II.

411 Change term to read: (either term, 3-0).

Slavic Languages, Russian - continued

- 412 Change term to read: (either term, 3-0).
- 451 Change prerequisite to read: Russian 304 or consent of the Department.
- 453 Change prerequisite to read: Russian 304 or consent of the Department.
- 455 Change prefix and number to read: SLAV 407.
Change title to read: Contrastive Linguistics: Russian - English.
Change term to read: (Second Term, 3-0).
Change prerequisite to read: Slavics 302 or 403 or consent of the Department.
Delete note.
Add new note: Formerly Russian 455.
- 461 Change prerequisite to read: Russian 304 or consent of the Department.
- 462 Change prerequisite to read: Any one of Russian 411, 412, 461, or consent of the Department.
- 481 Change prerequisite to read: Russian 304 or consent of the Department.
- 482 Change prerequisite to read: Russian 481 or consent of the Department.
- 516 Delete prerequisite.
- 551 Change term to read: (either term, 3-0).
- 669 Change description to read: A detailed study of a literary problem, period, or genre not dealt with in the other Honors or graduate courses. Designed to meet the needs of individual Honors or graduate students.

SLAVICS: Section 44.36B. Course Changes:

- 699 Change weight and hours to read: *3 (either term, 3-0) or *6 (3-0).
Change description to read: This course is designed to meet the needs of individual Honors and graduate students in Slavic languages and literatures. The course will normally deal with a Slavic language or national literature not offered in the other Honors and graduate courses.

SLAVIC LINGUISTICS: Section 44.37B. Course Changes:

- 301 Change prefix to read: SLAV.
Delete note.
Add new note: Formerly Slavic Linguistics 301.

Slavic Languages, Slavic Linguistics, continued

- 302 Change prefix to read: SLAV.
Change prerequisite to read: Slavics 301 or consent of the Department.
Delete note.
Add new Note: Formerly Slavic Linguistics 302.
- 403 Change prefix to read: SLAV.
Change prerequisite to read: Slavics 302 and any one of Polish 304, Russian 304, Ukrainian 304, Ukrainian 332, or consent of the Department.
Delete note.
Add new note: Formerly Slavic Linguistics 403.
- 404 Change prefix and number to read: SLAV 518.
Delete prerequisite.
Delete note.
Add new note: Formerly Slavic Linguistics 404.
- 511 Change prefix to read: RUSS.
Delete note.
Add new note: Formerly Slavic Linguistics 511.
- 512 Change prefix to read: RUSS.
Delete note.
Add new note: Formerly Slavic Linguistics 512.
- 520 Change prefix to read: SLAV.
Change title to read: Old Church Slavonic Grammar.
Delete description.
Add note: Formerly Slavic Linguistics 520.
- 522 Change prefix to read: SLAV.
Add note: Formerly Slavic Linguistics 522.
- 524 Change prefix to read: SLAV.
Add note: Formerly Slavic Linguistics 524.
- 526 Change prefix to read: SLAV.
Add note: Formerly Slavic Linguistics 526.
- 541 Change prefix to read: SLAV.
Change term to read: (either term, 3-0).
Delete note.
Add new note: Formerly Slavic Linguistics 541.
- 542 Change prefix to read: SLAV.
Change term to read: (either term, 3-0).
Delete note.
Add new note: Formerly Slavic Linguistics 542.
- 621 Change prefix and number to read: SLAV 561.
Delete note.
Add new note: Formerly Slavic Linguistics 621.

Slavic Languages, Slavic Linguistics, continued

622 Change prefix and number to read: SLAV 562.
Delete note.
Add new note: Formerly Slavic Linguistics 622.

650 Change prefix to read: SLAV.
Delete note.

UKRAINIAN: Section 44.39

B. Course Changes:

- 304 Change prerequisite to read: Ukrainian 303 or consent of the Department.
- 331 Change prerequisite to read: Ukrainian 200 or consent of the Department.
- 332 Change prerequisite to read: Ukrainian 331 or consent of the Department.
- 401 Change title to read: Third Year Ukrainian I.
Change prerequisite to read: Ukrainian 304 or consent of the Department.
- 402 Change title to read: Third Year Ukrainian II.
Change prerequisite to read: Ukrainian 401 or consent of the Department.
- 411 Change prerequisite to read: Ukrainian 332 or 402 or consent of the Department.
- 412 Change prerequisite to read: Ukrainian 411 or consent of the Department.
- 451 Change prerequisite to read: Ukrainian 304 or 332 or consent of the Department.
- 453 Change term to read: (either term, 3-0).
Change prerequisite to read: Ukrainian 304 or 332 or consent of the Department.
- 454 Change prerequisite to read: Ukrainian 453 or consent of the Department.
- 455 Change prefix and number to read: SLAV 405.
Change title to read: Contrastive Linguistics: Ukrainian - English.
Change term to read: (Second Term, 3-0).
Change prerequisite to read: Slavics 302 or 403 or consent of the Department.
Add note: Formerly Ukrainian 455.
- 481 Change prerequisite to read: Ukrainian 304 or 332 or consent of the Department.

Slavic Languages, Ukrainian, continued

- 482 Change prerequisite to read: Ukrainian 304 or 332 or consent of the Department.
- 516 Delete prerequisite.
- 612 Change number to read: 465.
Change term to read: (either term, 3-0).
Add prerequisite: Ukrainian 304 or 332 or consent of the Department.
Add note: Formerly Ukrainian 612.
- 614 Change number to read: 466.
Change term to read: (either term, 3-0).
Add prerequisite: Ukrainian 304 or 332 or consent of the Department.
Add note: Formerly Ukrainian 614.
- 616 Change number to read: 467.
Change term to read: (either term, 3-0).
Add prerequisite: Ukrainian 304 or 332 or consent of the Department.
Add note: Formerly Ukrainian 616.
- 699 Change description to read: A detailed study of a literary problem, period, or genre not dealt with in the other Honors or graduate courses. Designed to meet the needs of individual Honors or graduate students.

D. Editorial Changes:

HONORS IN SLAVIC LANGUAGES: Section 43.20.1

Change paragraph (2) to read:

(2) A program of study in Slavic Languages and Literatures with a major in either Russian or Ukrainian, and a minor in Polish, Slavics or Ukrainian (for students majoring in Russian), or in Polish, Russian, or Slavics (for students majoring in Ukrainian). The program will require eight courses in the major, four to six courses in the minor, and six to eight options, for a total of twenty courses. In all programs, the minor must include Slavics 301, 302, and 403, and, in the fourth year, Slavics 515.

At the end of Section 43.20.1 insert a note:

The term "course" in all of the above programs means either one full-session course or two single-term courses.

SLAVICS: Section 44.36

Insert sub-sections:

44.36.1/SENIOR COURSES

44.36.2/HONORS AND GRADUATE COURSES

Section 44.37

Delete title of Section 44.37/Slavic Linguistics.
Insert: Reserved

SOCIOLOGY:

B. Course Changes:

- 353 Change description to read: History of the city; determinants and consequences of world and Canadian urbanization patterns; urban growth patterns; social implications of urban living; social aspects of planning buildings and spaces in cities; citizen participation. For advice, even
Prerequisite: Sociology 202 or 403 or consent of the Department.
- 457 Change description to read: Alternatives to and implications of present city forms, housing and land development policies from a sociological perspective, including new towns, urban redevelopment suburbia.
Prerequisite: Sociology 353.

42/FACULTY REGULATIONSD. Editorial Changes:Section 42.1

Changes to include new faculty regulations and procedures and those not previously included in the calendar.

Delete: Third paragraph "Foreign Students: All Calendar."

Insert: Foreign Students: All foreign students whose native language is not English and who do not present an Alberta Matriculation must demonstrate their competence in English by achieving a total score of at least 600 on the "Test of English as a Foreign Language" (T.O.E.F.L.)

Insert: (to follow statement on "Foreign Students")

Transfer from other Faculties in the University: Any student in good standing in his past year's work in another Faculty of the University of Alberta may transfer to the Faculty of Arts for the regular academic session by submitting a re-enrolment form to the Faculty office (the deadline for re-enrolment may be found in the academic schedule at the front of this calendar). Advanced credit for course work already taken which is applicable to the Arts program will be given. Transferring students will be required to clear any matriculation deficiencies specific to the Faculty of Arts. This may be done by taking a suitable course, or courses, at the junior level. The student must register in these courses in his first year in the Faculty. Credit will be given for any one course taken to clear a specific matriculation deficiency, provided the transferring student already has clear matriculation to another Faculty of the University. Additional deficiencies must be cleared without credit.

Faculty Regulations, continued

Students with unsatisfactory standing in their past year's work in another Faculty may be required to obtain a recommendation from Student Counselling Services before their application for transfer will be considered.

Transfer at mid-year (January) can be accepted only under special circumstances. Students who make a decision to transfer after the deadline for re-enrolment has passed should contact the Faculty of Arts office for advice. Even though formal transfer cannot be approved, changes in program can sometimes be arranged to maximize transferable credits for later use.

Section 42.2 (1) Limitation on selection of courses.

Delete: First paragraph, "Students registered ... to this regulation."

Insert: Students registered in programs in the Faculty of Arts will normally select their courses from those set out in the combined calendar of Arts and Science. However, after satisfactory completion of his first year a student in the B.A. (General) program, the B.A. (Special) program, or the B.A. in Canadian Studies may take up to two courses (as Options) in Faculties other than Arts and Science. In exceptional circumstances a third such course may be taken with approval of the Dean. These courses, when taken for credit toward the B.A. Degree, are subject to the following restrictions:

- 1) They must not duplicate, in central content, courses in the Faculties of Arts and Science.
- 2) They may not be used to satisfy the requirements of a junior English course or the two science courses.
- 3) They may not be used to meet the requirements of a subject of concentration.
- 4) Their inclusion in a program is subject to Faculty limitations on the number of junior courses and science courses that may be offered for credit and the permissible number of courses in a subject of concentration.
- 5) They must, in each case, carry a minimum weight of three (*3).
- 6) Registration in them must be approved by the Faculty in which they are offered.

Students in Honors Programs may also take up to three courses outside the Faculties of Arts and Science with approval of their Department and the Dean.

"A student shall ... approval of the Dean."

Faculty Regulations, continuedSection 42.2 continued (3) Classification of Courses

Indent (para) "Social Sciences."

Section 42.2(4)

Insert after: "... second term, March 8th,"

Students who do not formally withdraw from a course but who are absent from the final examination without excuse (see section 16.2.2 of the University Calendar) will be given a mark of zero (0) on the final examination. The final grade in the course will then be determined by combining the appropriately weighted term grade and the assigned zero in the final examination, the mathematical result rounded to the lowest whole number. If the student is absent without excuse from the final examination and no grade for term work is available, a grade of absent failed (ABF) will be assigned. In establishing a student's grade point average, a grade of ABF is averaged as a grade of 1.

Section 42.3

Delete paragraphs (1) and (2).

Insert: (1) Categories of Academic Standing. There are three categories of academic standing, designated as categories (A), (B) and (C). These categories are determined for each student by the computation of a Quality Index upon the completion of each year of study. The Quality Index (Q.I.) is defined by the following formula, (in which G.P.A. is the Grade Point Average):

$$\text{Q.I.} = \frac{\text{Number of Courses Passed}}{\text{Number of Courses Attempted}} \times \text{G.P.A.}$$

The categories of standing are as follows:

Category A: All students with a Q.I. of 4.0 or greater.

Category B: All students with a Q.I. of less than 4.0 but greater than 2.0. Performance in this Q.I. range is considered to be "unsatisfactory."

Category C: All students with a Q.I. of 2.0 or less. Performance at this level is considered to be "extremely unsatisfactory."

(2) Continuation in Programs and Graduation. Students who meet graduation requirements in their year's work in a program will normally be permitted to continue in that program. These requirements vary from program to program. The section below that deals with the particular program of concern should be consulted for further details.

(3) Requirement to Withdraw from the Faculty. Students in

Faculty Regulations, continued

Category "C" at the end of a year's work will be required to withdraw from the Faculty of Arts. Students in Category "B" will be permitted to continue, with a warning that a repetition of the unsatisfactory performance (Category "B") in a subsequent year will normally result in a requirement to withdraw from the Faculty.

When a student has been required to withdraw, normally at least a year must elapse before re-admission will be granted. All applications for re-admission after a requirement to withdraw must be accompanied by a recommendation from Student Counselling Services.

(4) Probation. Students who are readmitted after being required to withdraw must demonstrate ability to meet graduation standards. They must normally register as full-time students (with a minimum of four full courses); achieve a grade point average of 5.0 with a five-course registration, or 5.5 with a four-course registration, before supplementals; and pass all courses with a minimum grade of 4.0 after supplementals. Supplementals for this purpose will be permitted in no more than one full course or two half-courses.

Upon successful completion of these requirements probation will be lifted. Failure to meet these standards will result in a further requirement to withdraw.

Upon readmission the student's record will be assessed for credits. All courses taken and passed in prior successful years will be credited toward his degree. However, only those courses in which a grade of five (5) or better was achieved will be given credit from the unsatisfactory year that necessitated his withdrawal.

The privilege of repeating a year will be granted to a student not more than once during his candidacy for a degree in this Faculty, unless by special permission of the Dean.

"Further regulations 43.27."

(5) Appeals. A student may appeal against any ruling of the Faculty of Arts.

A student who wishes to appeal a ruling affecting his academic standing, other than admission and grades in individual courses, should direct his appeal in the first instance to the Associate Dean for Student Programs and Curriculum. Recourse is then available to the Faculty of Arts Executive Committee and the General Faculties Appeals Committee, in that order. Further information on such appeals is available in Section 16.7 of the University Calendar.

Appeals regarding the student's standing in a particular course should first be directed to the instructor concerned. Frequently the issue can be resolved at this level. However,

further recourse is available through the Chairman of the Department in which the course is being offered. See Section 16.2.2(9) of the University Calendar for reappraisal deadlines.

Appeals against rulings on first admissions to the University into the Faculty of Arts should be directed to the Deans' Council.

Section 43.1.1

Delete first sentence, first paragraph, "Programs ... length."

Insert: Programs leading to the degree of Bachelor of Arts with Honors require a minimum of twenty full-year courses or their equivalent.

Section 43.1.1 "Academic standings and graduation." (1)

Insert (after "minimum of 6.5"):

The student's grade point average for admission to an Honors program must be based on a minimum four and one-half courses taken during the student's most recent year in full-time attendance.

Delete paragraph (2).

Insert: (2) A student who fails to attain the standard necessary for continuance in Honors at the end of his first or second year must withdraw from Honors. He may transfer to another program in the Faculty provided he meets the requirements for that program. After such transfer he must complete all requirements for his new program. The special first-year Honors programs are so designed that a student can normally proceed to a degree in a four-year program or in the General program without penalty.

Delete paragraph (5).

Insert: (5) A reduced course load (less than five full courses) in any year of an Honors program or interruption of such a program must be approved by the Council of the Faculty.

Section 43.1.2 (5)

Insert (after "to the required 5.0."): Supplementals will not be granted in courses in which the weight of the final examination is less than forty percent.

Section 43.1.4

Renumber as Section 43.1.1/OPTIONS

Delete heading "OPTIONS"

Faculty Regulations, continued

Section 43.1.4 continued

Insert: new Section 43.1.4/TRANSFER WITHIN THE FACULTY OF ARTS

A student may transfer from one program to another within the Faculty of Arts at the beginning of the regular academic session provided he meets the entrance requirements for the proposed program. After transfer he must meet all requirements for graduation in the new program. For further detail: see the sections dealing with each program.

Section 43.24(2)(c)

Change to read: (c) A student who is not recommended to continue in the program at the end of his first, second or third year of study must withdraw from the program. Such a student may transfer to another program in the Faculty of Arts provided he meets the entrance and promotion requirements for such a program. After transfer he must complete all requirements for the new program.

Section 43.25(2)(b)

Change to read: (b) A student who is not recommended to continue in the program at the end of his first, second or third year of study must withdraw from the program. Such a student may transfer to another program in the Faculty of Arts provided he meets the entrance and promotion requirements for such a program. After transfer he must complete all requirements for the new program.

Section 43.26(2)(b)

Change to read: (b) A student who is not recommended to continue in the program at the end of his first, second or third year of study must withdraw from the program. Such a student may transfer to another program in the Faculty of Arts provided he meets the entrance and promotion requirements for such a program. After transfer he must complete all requirements for the new program.

Section 44.1

Delete final paragraph (from "Courses faculty or school").

Insert: Courses are listed alphabetically by discipline designation, e.g. Art, English, Interdisciplinary Studies, etc. Each

Correct misspelling of the word "restricted" in the existing third paragraph, second-to-last line.

culty Regulations, continuedSection 44.11.4

Delete this section.

Insert: Reserved.

Section 44.28

Delete this section.

Insert: Reserved.

Section 44.31.1

Second paragraph, delete the oblique stroke appearing after Psychology 202 and insert a comma.

ECONOMICS:Course Changes - continued from page 5.

- 201 Change description to read:
The changing fabric of Canada. Priorities for Canada? A cleaner environment; more equal sharing of our wealth and what we produce; better understanding of government relations with the business community, including global corporations; increased Canadian ownership of natural resources and firms; a higher standard of living; limits to growth?
Prerequisites: Mathematics 20 or Mathematics 33 or consent of the Department.
- 202 Change description to read:
The development of Canada in a changing world. Priorities for Canada? Less employment; less inflation; better trading relationships with the rest of the world; less Canadian borrowing from other countries; Canadian independence in the modern world; help to developing countries?
Prerequisites: Mathematics 20 or Mathematics 33 or consent of the Department.
- 565 Change title and hours to read: Resource Economics I: The Economics of Conservation and Resource Scarcity *3 (either term, 3-0)
Change description to read:
Economic analysis of quantitative aspects of natural resource use and development; the economics of conservation; the role of resources in growth; resource scarcity; quantitative tools (benefit-cost and input-output analysis) in resource management; selected Canadian resource management; selected Canadian resource issues.
Delete prerequisite.

ARTS FACULTY (full) COUNCIL

Minutes of a Special Meeting on December 3, 1973

3:00 - 4:45 p.m.

Re: Report of the Academic Principles and Aims Committee

PRESENT: R. G. Baldwin (Chairman), R. F. Anderson, R. Ayling, D. Badir, S. Berg, J. F. Bergmann, D. E. Bessai, J. W. Bilsland, F. D. Blackley, W. A. Blanchard, E. D. Blodgett, R. N. Bosley, R. J. Buck, F. F. Bueckert, R. L. Busch, A. Bussoli, F. D. Clandfield, A. B. Connell, A. L. Darling, R. A. Davey, J. J. Delehanty, M. V. Dimic, C. Q. Drummond, J. A. Eagle, W. Eastman, E. Egert, F. C. Engelmann, A. T. Elder, M. Faulkes, G.F.N. Fearn, D. P. Fearon, J. F. Forrest, W. D. Gainer, B. D. Giorgio, M. Grayson, L. C. Green, K. L. Gupta, J. C. Hackler, G. Haldane, H. A. Hargreaves, R. T. Harrison, T. F. Hartnagel, D. H. Haynes, P. Heron, K. T. Holden, D. A. Jackel, D. C. Johnson, W. Kaehler, K. Krotki, G. Kupfer, J. F. Lauber, J. A. Lejnieks, H. Liebel-Weckowicz, C. J. Lowe, M. R. Lupul, B. MacDonald, M. W. MacKenzie, G. Marahrens, E. Marxheimer, E. C. May, L. N. McKill, J. P. Meekison, R. J. Middleditch, G. Milner, R. G. Motut, S. R. Munro, M. Norman, D. Paton, C. T. Peacocke, J. R. Pounder, K. D. Prithipaul, M. Prokop, E. Reinhold, P. A. Robberecht, E. J. Rose, S. Rose, V. Salyzyn, G. Schaarschmidt, P. A. Schouls, D. E. Seborg, S. E. Simonson, B. M. Smith, R. C. Smith, R. A. Stangeland, J. H. Terfloth, J. Trumpener, R. L. Ware, C. Wein, J. N. Wickenden, M. D. Wilkie, P. F. Zelhart.

I. Introduction

[The Report having been distributed to Council in advance of the meeting, a copy is attached to the official Minute only.]

It was agreed that Council would approach the Report in the same fashion as the Calendar Committee Reports, i.e. the Chairman of the A.P.A.C. would first move adoption and Council would then move through the Report removing any contentious sections for separate discussion, with the possibility of a formal amendment arising out of such separate discussion.

Prior to moving adoption of the Report Professor Buck, Chairman of the A.P.A.C., requested one minor editorial change, namely that the description of "Social Sciences" [p.1, A.1.(a)] be revised to read as follows:

By "Social Sciences" is meant the study of humans as social beings as they interact, such as Anthropology, Economics, Geography, Political Science, Psychology and Sociology.

It was then moved by Professor Buck, seconded by Professor Lejnieks,

THAT Parts I, II and III of the A.P.A.C. Report be accepted
[Part IV to be reviewed under a separate motion].

In his introduction Professor Buck noted that the Report had been under intensive discussion in the parent committee and in various subcommittees since the Fall of 1972, the A.P.A.C. having first endeavoured to ascertain existing principles in the Faculty, and then to recommend changes, or, more often, to recommend examination of practices or institutions that seemed either not satisfactory or not operating in full concord with established principles. The Committee had restricted itself for the present to the general principles and aims of the Faculty as a whole, including an examination of the B.A. (Special) and B.A. (General) degrees. The Committee

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had not addressed itself to practice [practice being viewed as the province of other standing committees of the Faculty]; nevertheless, in formulating principles and aims it was at times necessary to discuss the concrete. In closing, Professor Buck drew Council's attention to the implications, the inferences and the ramifications contained in the Report.

2. General Commentary

P.1 A.1.(a) The Purpose and Function of a Faculty of Arts

In answer to a question about the use of the word "seek," Professor Buck responded that the Committee saw this as applying to research and other creative activities. This led to the observation that there was no connotation of trying to develop something new; that is to say, the first page of the document seemed to imply a "seeking" and "accepting" of knowledge developed by others. Professors Buck and Lejnieks having accepted the proposed amendment, by general consent the words "contemplate" and "create" were added to the first sentence of the Report:

The Purpose and Function of a Faculty of Arts is to seek, contemplate, create, preserve and disseminate knowledge in the fields of studies known as Fine Arts, Social Sciences and Humanities.

P.6 B.5 Admission to the University

In answer to a question whether there was any special reason for not spelling out [in addition to race, religion and sex] the remaining provisions of the Alberta Bill of Rights [e.g., nationality, language], Professor Buck replied that the Committee had simply stated the qualifications in as terse a form as possible. Professors Buck and Lejnieks being amenable to a rephrasing of this section so that it would not be in conflict with the laws of the province, the following editorial change was incorporated into the original motion:

This means that admission may be governed by such criteria as the University and Faculty think proper, provided that these criteria do not discriminate in any way contrary to the provisions of the Alberta Bill of Rights.

Some members referred to the restrictive nature of the Report: the fact that discussion of aims was restricted to specific degrees only; that there was no mention of the service role of the Faculty; that there was no specific developmental direction, as for example whether it may be important in the next ten years for the Faculty to be involved to a greater extent in Oriental languages.

3. Items removed for Separate Discussion

P.1. A.1.(a)

It was moved by Professor Bosley, seconded by Professor Schouls, THAT the first sentence of the document, already amended by the addition of the words "contemplate" and "create," be further amended to read as follows [in effect making a distinction between knowledge and skills]:

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The Purpose and Function of a Faculty of Arts is to seek, contemplate, create, preserve and disseminate knowledge in the fields of studies known as Fine Arts, Social Sciences and Humanities; to encourage and to protect the exercise of certain skills, with these to be defined by the A.P.A.C. for later incorporation; and to aid students in the acquisition and mastery of such skills.

Amendment defeated.

P.2 A.2.(b)

It was moved by Professor Engelmann, seconded by Professor Liebel-Weckowicz, THAT while the following clause not be removed from the Report as a principle, it be referred to the A.P.A.C. for supplementary study and report:

An education in the Liberal Arts consists, and should consist, of diversified education in several branches of study, centring primarily on the Liberal Arts, whereby some knowledge is gained of Humanities, Fine Arts, Social Sciences and Natural Sciences.

Motion carried.

P.3 B.1

A request was made for clarification of the principle:

Much of the practice of this Faculty is an historical development governed by tradition. Ignorance of the traditions and practices of this Faculty by its members and of the limitations imposed from outside is avoidable and is unacceptable.

The explanation: Council was being enjoined to take every opportunity to familiarize itself with the rules, regulations, policies, practices and history of the Faculty, and to keep in mind that the rules and regulations of the governing authorities have a bearing on the work of the Faculty.

P.5 B.4

A question was raised whether one should merely assume cognizance of things past, it having been noted that specific reference was made in this section to "new" knowledge and to "recent developments." It was moved by Professor Wickenden, seconded by Professor MacKenzie, THAT clause (b) be revised to read as follows:

[The quality of teaching depends on the ability of the teacher]
to be aware of the current state of knowledge in his
discipline and to evaluate it critically.

Amendment carried.

P.10 B.1.(a)(ii), in conjunction with P.12. C.2.(a)

Council discussed at some length the matter of proficiency in written and oral communication in light of the A.P.A.C. statement that "required courses are justified." One recommendation was that the Faculty as a whole organize what might be called a general or functional writing program, and that writing assignments be instituted in all courses. There was a suggestion that departments might look at what level of proficiency might be

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imposed on freshmen before being allowed in senior courses. There was also a recommendation for review of the admissions policy, the argument being that the problem is rooted in the present high school curriculum.

A question was then raised whether a discussion of standards of proficiency in English should not also extend to the second language of the country [i.e. French], and, if so, whether the context should be in terms of the Faculty's relations with the College Universitaire St. Jean. Here it was noted for information that the matter of University/Faculty relations with College St. Jean would in all probability be an item for separate discussion in the not too distant future, the present contract with that institution being close to expiry.

The consensus appeared to be that the A.P.A.C. having stated the overall objectives [and the issue bearing upon the aims and principles of the Faculty as a whole], the matter should be referred to the A.P.A.C. for supplementary study [as an exception to the terms of reference of the Curriculum Committee].

An amendment to P.12.C.2.(a) was moved by Professor E. J. Rose, seconded by Professor Harrison:

THAT in the particular case of language competency the A.P.A.C. be instructed to undertake, in a Faculty context, a study of the problem and report with dispatch to this Council.

Amendment carried.

4. Interpretation

Prior to the vote on Parts I, II and III of the A.P.A.C. Report the Dean emphasized that it was important there be no misunderstanding with respect to the non-regulatory force of the document. Professor Buck, on behalf of the A.P.A.C., confirmed the Dean's interpretation: The particular regulations of the Faculty and practices in force are not by virtue of the A.P.A.C. Report overturned.

The original motion, as amended, was then put to a vote.

Motion carried.

Parts I, II and III of the A.P.A.C. Report, as amended, accepted by Council.

5. Part IV of the A.P.A.C. Report: Conclusion Points of clarification:

- i) It is understood that the staggering of the terms of office of A.P.A.C. members is to be arranged as soon as possible by the Executive Committee of the Faculty, but that this does not envisage any change in the manner in which members are named [by Department Chairmen, and by the Academic Planning Committee].
- ii) The intent of the recommendation that the A.P.A.C. "see to the implementation" is merely that the A.P.A.C. maintain a watching brief. There is no suggestion that any

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standing committee of the Faculty is answerable to the A.P.A.C., nor is there any suggestion of infringement on the Academic Planning Committee, the latter body having within its terms of reference a responsibility for implementation.

It was moved by Professor Buck, seconded by Professor Giorgio,

THAT Part IV of the A.P.A.C. Report be accepted by Council.

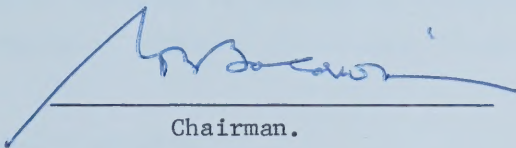
Motion carried.

6. Vote of thanks to the A.P.A.C.

On a motion by Professor Munro, a formal vote of thanks was extended to the Chairman and members of the A.P.A.C. for their work on behalf of the Faculty.

7. Adjournment

By general consent, the meeting was adjourned at 4:45 p.m.



Chairman.

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FACULTY OF ARTS
ACADEMIC PRINCIPLES AND AIMS

PART I: PRINCIPLES

A. General Principles - Faculty of Arts

1. (a) The Purpose and Function of a Faculty of Arts is to seek, preserve and disseminate knowledge in the fields of studies known as Fine Arts, Social Sciences and Humanities.

By "Fine Arts" is meant the study of art, music and drama, including applied aspects.

By "Social Sciences" is meant the study of humans as social beings as they interact, excluding applied studies in professional faculties.

By "Humanities" (historically Litterae Humaniores as opposed to Litterae Divinae) is meant learning or literature concerned with human culture, such as languages, history, philosophy, literature, etc.

Note: The term "Humanities" as used at this University includes "Fine Arts" in contradistinction to "Social Sciences."

- (b) This Function must be carried out in freedom, critically and co-operatively.

In freedom, in that any idea, question or method may be seriously entertained.

Critically, in that no thesis, method or solution can be accepted without rigorous scrutiny, and all these may be re-examined at any time.

Co-operatively, in that knowledge and its dissemination in the above areas are the responsibility of the entire academic community of a Faculty of Arts, which is part of a lasting respublica litterarum, and in that no rigid boundaries can be determined among the areas of learning.

- (c) The seeking, preserving and dissemination of knowledge imply a commitment to research and creativity and to teaching on the

part of a Faculty of Arts.

- (d) The commitments to research and creativity and to teaching imply a well-stocked, up-to-date, and scholarly library, as well as other appropriate research tools.

2. (a) Since a Faculty of Arts is responsible for seeking, preserving and disseminating knowledge in most of the areas of study termed "Liberal Arts," it is, and should continue to be, the Faculty primarily responsible for the guidance of students who desire an education in the Liberal Arts.

By the term "Liberal Arts" is meant the fields of study mentioned above, but with the addition of the Natural Sciences. That is, Liberal Arts includes the fields of study descended from the "Artes liberales" (i.e. the Arts befitting free men) in the Trivium and the Quadrivium.

- (b) An education in the Liberal Arts consists, and should consist, of diversified education in several branches of study, centring primarily on the Liberal Arts, whereby some knowledge is gained of Humanities, Fine Arts, Social Sciences and Natural Sciences.
- (c) The aims and objectives of education in the Liberal Arts are many and varied. They find and should find their expression in the establishment of various "degrees in course" awarded through a Faculty of Arts, and in the formulation of various programmes leading to these degrees.

By the term "degree in course" is meant the formal recognition and certification by the University on the recommendation of a Faculty that a student has completed satisfactorily a particular stage of learning in some area or areas of study.

Comment: The aims and objectives in the various fields and areas of the Liberal Arts can and do vary widely from individual development to vocational or professional expertise, from education in intellectual approaches to training in applied techniques. Hence for the different goals different degrees and programmes have been developed, with different patterns of education. It therefore seems more appropriate to contemplate the more specific

aims and objectives of a Faculty of Arts while examining these various degrees and programmes as is done below.

B. Principles of Operation - The Faculty of Arts

1. Much of the practice of this Faculty is an historical development governed by tradition. Ignorance of the traditions and practices of this Faculty by its members and of the limitations imposed from outside is avoidable and is unacceptable.

Comment: In a practical evaluation of the work of the Faculty we should look for rules and practices which distort programmes without remembered or rational justification.

It is an obligation on all members of the Faculty to be acquainted with the rules, procedures and Calendar of the Faculty of Arts.

-
2. (a) Established areas of study and fundamental areas of study (G.F.C. Policy Manual p.136) are normally placed under the jurisdiction of administrative sub-units of the Faculty termed Departments. Delimitations of Departmental jurisdiction are normally set by consideration of the particular fields of learning and by Faculty or University rulings arising therefrom, i.e. by tradition. These boundaries are not essential provided that areas of learning are maintained.
 - (b) For the establishment of new areas of study and for exploration and studies in areas overlapping the boundaries of the conventional jurisdictions of two or more departments, interdepartmental activities are proper; they are continuing, and should be further encouraged.
 - (c) "Disciplines" may or may not be co-terminous with the conventional jurisdictions of Departments or even Faculties; interdisciplinary studies should be encouraged in order to seek knowledge.

By "discipline" is meant an area of knowledge or field of study; and the training of scholars and students therein.

3. (a) One of the principal modes for the dissemination of knowledge for

this Faculty, but by no means the only one, is the organization of various fields of study (or segments thereof) into "courses." These courses in turn may be organized into programmes.

A "course" is defined as a planned series of actions or proceedings leading to the cultivation of a particular branch of learning, a planned series that has been formally approved by the Faculty Council.

- (b) All courses in this Faculty, except those of an applied nature (e.g. Music technique courses) or of a specialist nature (e.g. Honours and Graduate courses) shall be deemed of general interest and equal merit, except insofar as some may be considered more appropriate for students at certain levels.
- (c) The form of instruction (i.e. lecture, laboratory, seminar, etc.) is to be so arranged as to provide the most effective possible dissemination of knowledge in a given field of learning.

Comments and Recommendations:

1. It appears that variety in types of instruction (e.g. lecture and later seminar) is desirable, since it may assist in effective dissemination of knowledge and deeper understanding in a given field of learning.

2. It follows from (c) above that for the most effective dissemination of knowledge class sizes will be a point of consideration.

The preferred class size is generally regarded as being about 25-30 for lecture courses, and 10-15 for lecture-laboratory, and even smaller numbers for seminars, tutorials and conference courses.

Information received from the Office of Institutional Research shows that a large number of courses ran in size considerably over what was felt by Departments to be preferred sizes. Therefore it is recommended that the Faculty give consideration to class sizes.

3. Knowledge may be disseminated and preserved by other modes than courses. It should be emphasized that "reading for a degree" implies a very large measure of independent work on the part of the student.

4. It should be stressed that a significant part of the exploration and penetration of any discipline takes place by contact between teachers and students outside the classroom. The process of viva voce exchange of ideas among teachers and students is essential to the gaining of a Liberal Arts education.

- (d) Each student shall spend a certain amount of time in residence at the University.
-

Comment:

At this University "residence" is defined as the taking of a full-course load, not the residing at the University. Such a definition does not ensure interchange of ideas.

Recommendation:

Therefore we recommend that the possibilities of other methods of effecting such interchange should be examined by an appropriate committee.

4. The seeking, preserving and disseminating of knowledge in the Liberal Arts depend in large part on the maintenance of a high standard of teaching performance in the Faculty of Arts.

The quality of teaching depends on the ability of the teacher:

- (a) to seek new knowledge in freedom;
- (b) to be aware of recent developments in his discipline and to evaluate them critically;
- (c) to communicate; that is, effectively to disseminate knowledge.

The Faculty shall ensure that high standards of teaching are maintained.

Comments and Recommendations:

1. Individuals in the Faculty of Arts must strive for the highest possible standards of excellence in teaching, and the Faculty should take steps to ensure that they do strive.

2. Teaching assistants should continue to assist in teaching,

but this teaching should be done under the supervision of a proven instructor.

3. It is recommended that the whole programme and philosophy of teaching assistantships be examined by an appropriate committee to ensure high quality of teaching in this Faculty.

5. Admission to the University and, by extension, to the Faculty of Arts is at law a privilege, not a right (U. Act 34.(1)(n) and Pecover vs. Bowker et al). This means that admission may be governed by such criteria as the University and Faculty think proper, provided that these criteria do not discriminate on the basis of a person's race, religion, sex or such like matters.
-

Comment:

1. (a) Entrance requirements have been established by the Faculty to serve three functions:

i) As a selection procedure that would give the Faculty (and the general public) some assurance that the individual being admitted would be able not only to complete successfully the University work required, but also to make a contribution to the major purpose of the University and the Faculty.

ii) To ensure the necessary foundation for studies in the various disciplines or subjects to be taken at the University.

iii) To ensure that the student going to University has acquired enough general education to be able to place his specialized studies in a definite context. In other words, the individual student should have the foundations of a broadly-based liberal education when he leaves secondary school. This point means that the question must be asked: to what extent has an applicant a well-balanced educational experience, rather than how much German a prospective student in German should have.

(b) Present practices hold that Grade XII is a preparatory year for University, or even that it is the first year of University, and so of the Faculty of Arts. Hence Grade XII matriculation courses are in some respects under the authority of the University, and

certain Grade XII courses may be required for admission to the Faculty.

(c) The time has come to reexamine the practices in point (b). We suggest that the assumption that Grade XII is a preparatory year or the first University year with specific requirements be abandoned.

Recommendation:

In light of (c) above we recommend a reexamination of admission policy by the Admissions Committee.

Further Comment:

(d) The adoption of the suggestions outlined in (c) above might harmonize more effectively the procedures governing the admission of mature students. These are at present anomalous, since such students are not required to present any Grade XII courses for admission but are judged on individual merits, presumably primarily on (i) and (iii) above, with guesses on (ii).

2. Transfer of students to or from other institutions or Faculties at a level other than admission, i.e. to advanced work, is possible, provided that:

i) The Faculty is satisfied as to the nature and standard of the work previously done or about to be done. This does not imply individual evaluation, but evaluation of the institution from which the student comes or to which he is going.

ii) That the fields of learning previously studied or about to be studied are consonant with the nature of the degree being attempted by the student.

iii) That the student will have spent "in residence" time enough to satisfy the Faculty as to his being properly regarded as a student in this Faculty and to have completed here a requisite amount of study.

5. (a) The awarding of a degree in course in this Faculty signifies and should signify that a satisfactory body of knowledge has been gained by the student, and that the student has obtained and demonstrated the intellectual capacity and the skills and the knowledge to understand and to

achieve the seeking, preserving and disseminating of knowledge in various fields.

- (b) The judgement as to how closely any degree will approximate this principle should be made in the first instance by those who profess knowledge in a particular discipline and then modified and adjusted by "wise persons in council."
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Comments:

1. The Faculty of Arts is responsible for several degrees in course. At present these are as follows:

i) The B.A. (General) is a degree wherein the student normally attends for three years and offers fifteen year-courses in appropriate programmes at an appropriate average as approved by the Faculty. It is a Liberal Arts degree.

ii) The B.A. (Special) is a degree in a field of learning wherein the student normally attends for four years and offers twenty year-courses in appropriate programmes at an appropriate average as approved by the Faculty. It is a Liberal Arts degree.

iii) The B.A. (Honours) is a specialized degree, wherein the student normally attends for four years and offers twenty courses at a fairly high average. It deals primarily with one or two fields of study, as approved by the Faculty, in Liberal Arts. It is designed to lead to professional or graduate work in the one or two fields mentioned.

iv) The B.A. (Canadian Studies) is a degree wherein the student normally attends for four years and presents twenty courses at a standard analogous to that in the B.A. (Special). It is concerned primarily with aspects of the Liberal Arts that are directly associated with Canada.

v) The B.Mus. and vi) the B.F.A. are specialized degrees in the Fine Arts, concerned primarily with applied areas. They are designed to lead to professional or graduate work in those applied areas.

Note: The B.A. (Recreational Administration) is under the jurisdiction of the Faculty of Physical Education.

2. Paragraph I.B.6 above assumes that the Faculty of Arts can determine when an individual possesses appropriate knowledge and qualities. Ideally, one expects this would be determined "co-operatively." Common sense and weight of numbers have ruled this out on practical grounds for some time. When ideal methods are not available, it is widely believed that some standardized and impersonal method of evaluation is the most equitable.

Recommendations:

1. We recommend that the Faculty establish some criteria by which the standardized means now employed for determining whether a student is qualified for a degree may be evaluated.

2. We recommend that the degrees mentioned above and their curricula be reviewed from time to time by the Curriculum Committee.

-
7. A student in this Faculty is regarded, in one sense, as an apprentice in study. Hence the responsibility of the Faculty is not simply to instruct, but also to advise and counsel.

Comment: The advisory system as presently constituted for the B.A. (General) and B.A. (Special) degrees seems to allow, often, a fragmentary and almost random selection of courses.

Recommendation: We recommend that, especially for the students attempting the B.A. (General) degree, as well as for the students attempting the B.A. (Special) degree, a more extensive advisory or counselling system than exists at present be established, for aid in course selection and course changing, and for advice in selecting and following programmes, both departmental and interdepartmental.

PART II: AIMS, OBJECTIVES AND PRACTICES
FOR THE B.A. (GENERAL) AND B.A. (SPECIAL)

A. Assumptions

We assume that the primary mode of formal dissemination of knowledge will continue to be the course as defined I.B.3(a), and that degrees will be awarded on the basis of programmes, i.e., sets of courses successfully completed by a candidate. To avoid pointless debate, we deem it expedient

to assume that the B.A. (General) will continue to be the usual degree and that it will continue to be a three-year degree.

B. Objectives and Aims

1. General comments

(a) The B.A. (General) and B.A. (Special) should provide in their programmes kinds of knowledge that:

i) Use an intellectual approach leading to a critical judgement.

ii) Produce sufficiently tangible skills, including especially proficiency in written and oral communication.

(b) The B.A. (General) and B.A. (Special) should aim to assist the individual:

i) To develop his general intellectual and aesthetic capacities, including the capacity for self-education.

ii) To develop his experience in prior and contemporary cultures, so as to aid in assessment of the present and future.

iii) To understand others and to judge himself in relation to the world.

iv) To develop or to acquire the means for arriving at personal standards of value.

v) To learn as many methods of enquiry as possible.

vi) The B.A. (Special) degree should aim to assist the individual to develop a "special" area of competency within the boundaries of the Faculty of Arts.

(c) The B.A. (General) and the B.A. (Special) are not by their nature professional degrees. Primarily they are valuable in that they educate the individual in broad areas of literature and other aspects of human culture and in intellectual approaches to them. That is, these programmes are valuable for the individual and as such are useful to society. They doubtless have vocational uses as well.

C. Specific Mechanics

The specific mechanics governing the B.A. (General and Special) are dealt with under the headings of amount of specialization; requirements, including required courses, promotion, residence, acceleration and deceleration;

types and varieties of instruction.

1. The amount of specialization appropriate to a Liberal Arts programme.

- (a) Though students are encouraged to explore widely in order to obtain a diversified education in the Liberal Arts, it is held that exploration does not of itself constitute a diversified education, but if carried to an extreme, may lead to a disregard of integrated humanistic studies while preventing fuller exploration of areas of special interest.
- (b) It is held that a fairly deep acquaintance with at least two fields of study is an essential part of a liberal education; one of these fields, the more fully explored, may be termed the principal subject of concentration; another, or others, may be termed secondary subjects of concentration.
- (c) Subjects of concentration (or areas of specialization) are at present simply defined by course rubrics, e.g., Latin, French, History, Philosophy, etc.

Recommendation: The Committee recommends that (c) be modified as follows:

- (c*) Subjects of concentration be regarded in broader terms than are now in effect; that the following categories be regarded as equally acceptable forms of concentration: departmental and other rubrics as at present; subject and discipline specialization involving several departments and, where appropriate, Faculties other than Arts; and Arts specialization in an interdisciplinary and multidisciplinary sense; all these as and when specifically approved by the Faculty.

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- (d) The principal subject of concentration is now defined as three to five courses for the B.A. (General) and five to eight courses for the B.A. (Special).

Comment: For many fields the present definition of principal subject of concentration does not suffice to enable a student to proceed to graduate work or to transfer readily to another Faculty.

Recommendation: We recommend that the definition of principal subject of concentration be reexamined by the appropriate committee with a view to allowing easy linkage with graduate work and with other Faculties and that (d) above be modified accordingly.

-
- (e) It is emphasized that if the revision of (c) is approved, and in light of I.B.7 above, more intensive counselling and advising must be made available to students at the Faculty and departmental level; but the counselling of students and administration of programmes in general subjects, interdisciplinary, or multidisciplinary specializations must be on a broader base than that for a departmental specialization.
 - (f) Students in the Faculty should continue to be allowed to take courses outside the Faculties of Arts and Science in such numbers and in such a manner as the Faculty may determine, provided that they are considered to be pursuing an education in the Liberal Arts.

2. Performance requirements

- (a) It follows from I.A.2(b) that some knowledge of certain areas is held to be an integral part of an education in Liberal Arts; hence required courses are justified. The determination of recommendations as to what those courses should be for the B.A. (General) and B.A. (Special) is the continuing responsibility of the Curriculum Committee of the Faculty of Arts.
- (b) In order to allow a diversified education, flexibility in the selection of primary and secondary subjects of concentration must exist. One implication here is that no department can specify secondary subjects for students wishing to concentrate in that department's discipline.
- (c) It follows from I.A.2(b) and I.B.6 that standards of competence and achievement have been and shall be imposed by the Faculty on students seeking the B.A. (General) and B.A. (Special); and these shall be reviewed at appropriate intervals.
- (d) It follows from I.B.3(d) that residence requirements are in some

respect needful. The commentary on the above indicates that these requirements need to be reexamined.

- (e) Acceleration and deceleration can influence the quality of education and have influence on the entrance of students to the Faculty.

Recommendation: The adequacy of our regulations concerning acceleration and deceleration should be reexamined regularly by the appropriate committee.

3. Types and variety of instruction

As is seen in our comment on I.B.3(c), many believe that a wide variety in types of instruction is a desirable feature in the educational process. The Committee notes that the appropriate form of instruction in any discipline is a matter of departmental or other sub-units' concern. Variety of instruction arises from a student's compulsory courses and choice of fields of concentration.

The Committee commends to the attention of departments and other sub-units, even in these difficult times, the need for constant vigilance and experimentation in the areas of types of instruction and of class sizes, and the need for counselling.

D. Departmental Responsibilities

Under current regulations, departments can impose requirements on B.A. (General) students only through prerequisites. Except for the changes we advise for counselling, we recommend that current regulations be continued.

E. Contact of students with senior staff

Departments must take steps to ensure that undergraduates have the opportunity to be taught by senior as well as junior staff.

PART III: OTHER DEGREES

A. Introduction

The various other degrees are administered by the Faculty through the Honours Committee, for the B.A. (Honours), and through the Departments of Drama, Fine Arts and Music for the various types of B.F.A. and B.Mus., and by a Standing Committee for the B.A. (Canadian Studies).

B. Recommendation:

We recommend that the specific principles, aims, objectives and the practices governing these degrees be examined by the respective administering sub-units in light of Part I, to see if and how well they are fulfilling their aims and the principles of the Faculty of Arts. We further recommend that they report their findings, their specific principles, aims and practices and any necessary changes, to the Faculty of Arts.

PART IV: CONCLUSION

We recommend that:

1. The A.P.A.C. continue:

i) As a broadly-based committee, with staggered terms for its members.

ii) To see to the implementation of the Principles and from time to time to review these Principles.

iii) To examine such matters as the Faculty may refer to it.

2. The changes recommended in 1. come into effect if and when this report is adopted by the Faculty.

October 23, 1973.

ARTS FACULTY (full) COUNCIL

Minutes of Meeting of May 14, 1974

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), R. F. Anderson, R. F. Ayling, D. Badir, J. W. Bilsland, W. A. Blanchard, E. D. Blodgett, R. J. Buck, F. F. Bueckert, R. L. Busch, A. Buse, P. J. Cahill, A. D. Cairns, R. A. Davey, J. J. Delehanty, M. V. Dimic, C. Drummond, W. Eastman, E. Egert, A. T. Elder, F. C. Engelmann, M. Faulkes, W. D. Gainer, C. Gordon-Craig, L. C. Green, E. J. H. Greene, R. Gruhn, K. L. Gupta, D. J. Hall, G. Hermansen, R. P. Heron, R. R. Hett, C. W. Hobart, D. A. Jackel, D. C. Johnson, K. Krotki, G. Kupfer, L. Larson, H. T. Lewis, C. J. Lowe, M. R. Lupul, J. A. MacIntyre, M. W. MacKenzie, F. J. McMahon, G. Marahrens, U. Margolin, J. A. Masson, J. P. Meekison, R. J. Middleditch, P. Monod, C. H. Moore, S. R. Munro, J. O. Orrell, N. J. Parker-Jervis, T. L. Powrie, T. M. S. Priestly, M. Prokop, E. Reinhold, P. A. Robberecht, E. J. Rose, M. Sasonkin, G. Schaarschmidt, P. A. Schouls, A. Scott, R. Silvester, R. C. Smith, R. Stangeland, M. D. Stewart, V. A. Stobee, A. Strombergs, P. Swartz, F. P. Van de Pitte, M. M. Van de Pitte, R. L. Ware, E. N. Yates, D. E. Young.

1. Agenda Addition

Council was asked to approve one addition to the agenda, as item 6: proposed admission and transferability of credit policies.

It was moved by Professor Buck, seconded by Professor MacKenzie,

THAT the agenda be approved, with the addition of item 6 as noted.

Motion carried.

[by two-thirds majority]

2. Executive Committee Reports: April 10 & 30, 1974

[The Reports having been distributed to Council in advance of the meeting, copies are attached to the official Minutes only.]

2.1 Executive Report of April 10

Item 3 of the Report (fourth-year failures) was removed for separate consideration, at which time a recommendation of the Executive Committee was formally presented to Council (moved by Professor Hett, seconded by Professor Meekison):

THAT in instances of failure (Category C in standing) in the fourth year of the B. A. (Special) and the Canadian Studies programs a choice of either i) receiving the B.A. (General) degree on the basis of successfully completed courses; or ii) accepting the "requirement to withdraw," with the future option of application for readmission to the Faculty as a probationary student in order to complete the B.A. (Special) program, remain the prerogative of the student.

It was noted that, in essence, the resolution puts the onus upon the student to notify the Faculty Office of his/her decision. In the event that a student exercises the first option but subsequently

applies for readmission for the purpose of qualifying for the B.A. (Special) certificate, the Faculty Office will consider the application on its merits, as in the case of any other applicant with a record of failures.

Motion carried.

Dean Baldwin having drawn Council's attention to item 9 of the Report (review of The Universities Act), it was received for information.

It was moved by Professor Sasonkin, seconded by Professor Blanchard,

THAT the Executive Committee Report of April 10 be accepted by Council.

Motion carried.

2.2 Executive Report of April 30

Item 2 of the Report (Curriculum Committee: freshman courses) having been removed for separate consideration, it was moved by Professor Orrell, seconded by Professor Blanchard,

THAT within the constraints of the requirements of the present program for the B.A. (General) and B.A. (Special) degrees, students be permitted to offer not more than one full course or two half-courses in any subject in the freshman year (it being understood that this flexibility is also extended to the lab. science requirement).

In speaking to the motion, Professor Orrell said that, in its consideration of the place of half-year courses in the first year of the B.A. (General) and B.A. (Special) programs, the Curriculum Committee had in mind the two main functions of the first year: 1) to lay a foundation for later work, and 2) to introduce students to university study in general. It was felt that the first of these two functions was served by the prerequisite system, and that the Curriculum Committee's proposal would facilitate the second; i.e. the proposal would enable (but not require) students to sample a greater variety of courses.

Some concern was voiced that a student, say, for example, having taken the required English plus eight half-courses in the first year, would not have sufficient background for further study in a given subject (that is to say, the student would not have the necessary full-year prerequisite). While conceding that possibility, Professor Orrell pointed out that not all senior courses require prerequisites, but that, in any event, knowledge of the requirements governing studies at the senior level would tend to hold the student to a limited number of subjects.

Reference was then made to the need for more intensive counselling of first year students; in one member's view, such counselling should not only be available but mandatory. At this point in the discussion, Dean Baldwin reminded Council of the A.P.A.C. recommendations re: counselling, pointing out that the recommendations are now the policy of the Faculty and will be examined for implementation, but that in the meantime the Program Office does in fact give advice when approached by prospective first-year students.

Motion carried.

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3.

Item 4.3 of the Executive Report (election to the Executive Committee) having been removed for separate action, a slate nominated by the Committee of Department Chairmen was formally presented to Council by Dean Baldwin: Professors R. J. E. d'Alquen (Germanic Languages), H. A. Hargreaves (English), and G. Nettler (Sociology).

Further nominations were accepted from the floor of Council: on the nomination of Professor Gupta, the name of Professor V. Salyzyn (Economics) was added to the slate; on the nomination of Professor Eastman, the name of Professor J. D. W. Crowther (English) was added to the slate (subject to her acceptance of the nomination).

It was moved by Professor Green, seconded by Professor Yates,

THAT nominations cease.

Motion carried.
(election to be determined
by Faculty-wide ballot).

It was then moved by Professor Sasonkin, seconded by Professor Meekison,

THAT the Executive Committee Report of April 30 be accepted
by Council.

Motion carried.

3. Report of the Academic Standing Committee - May 1974

[The Report having been distributed to Council prior to discussion, a copy is attached to the official Minutes only.]

Corrections were made to the list of Students Recommended for the Degree of Bachelor of Arts (General Program):

- i) one name was added to the list: SMITH, Sydney Frederick;
- ii) the names of seven students who had not satisfied the requirements of the degree (as a result of failures in the Faculty of Law) were struck from the list.

It was moved by Professor Larson, seconded by Professor Smith,

THAT the Report of the Academic Standing Committee, as corrected, be approved by Council.

Motion carried.*

* It was understood that the addendum to the Report, having to do with College Universitaire St. Jean students, was included in the foregoing motion.

4. Honors Committee Report - May 1974

[The report having been distributed to Council prior to discussion, a copy is attached to the official Minutes only.]

It was moved by Professor Munro, seconded by Professor MacKenzie,

THAT sections (1) and (2) of the Honors Committee Report (recommendations re: graduands and awards) be adopted by Council.

Motion carried.

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4.

It was moved by Professor Munro, seconded by Professor Faulkes,

THAT for Combined Honors programs, the minimum number of courses in each discipline will be decided through consultation with the departments concerned but in no case will consist of less than six courses in each departmental program.

In response to a question raised by a member of the Course and Calendar Change Committee, Professor Munro said that to permit anything less than a six-course minimum would be to equate the Honors program with the B.A. (General) [which permits a maximum of five courses in the principal area of concentration].

Motion carried.

It was moved by Professor Munro, seconded by Professor Faulkes,

THAT a paragraph be inserted in the Honors section of the Calendar to the effect that "no student may include more than seven full-session junior courses or their equivalent in the program, except by special permission of the Dean."

One member voiced opposition to the proposal on the ground that it was an unnecessary infringement upon departments' control of their Honors programs. In response, Professor Munro said that the Honors Committee recognized that certain departments might have special problems in implementation (notably Classics, because of the Latin and Greek requirements; and Economics, because of the Math. requirements), but that it was felt these could be handled by "special permission of the Dean." Professor Munro added that the restriction is already applicable to the B.A. (General) and B.A. (Special) programs.

Motion carried.

It was moved by Professor Munro, seconded by Professor Faulkes,

THAT the requirement of one junior lab. science and one junior English course be established as part of the Honors program.

In speaking to the motion, Professor Munro said that the Honors Committee was concerned with the protection of students who, for a variety of reasons, are unable to continue into the fourth year of the Honors program and wish to convert to the three-year B.A. (General) degree. In order to receive the latter degree such students must have fulfilled either the requirement of a second subject of concentration or the requirement of two sciences. In many of these cases it has been found that the student is not only lacking the requirement, but is not even aware of its existence. It was Professor Munro's contention that, in addition to facilitating conversion from one degree to another, mandatory English and lab. science courses would serve to strengthen the Honors program.

Initial reaction was against the proposal, on the ground that "it would make the three-year B.A. and the Honors programs less distinct, academically speaking." The value of a junior lab. science course in an Honors program was questioned; and, once again, the issue of infringement upon departmental jurisdiction was raised. Having pointed out that a number

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5.

of departments do in fact specify a junior English course as part of their Honors requirements, Professor Egert requested THAT the question be divided. The chair so ruled, on the ground that it would not damage the intent or meaning of the motion.

PART I.

THAT a full-session junior lab. science course or its equivalent be established as part of the Honors program.

One member, who wished to retain as much flexibility as possible in the Honors program, opposed the introduction of further required courses (over and above existing departmental requirements); his suggestion was that a statement be inserted in the Calendar to the effect that such a course was "desirable" or "recommended." In response, a member of the Honors Committee said that the original resolution was a direct result of student representation, arising out of concern that the full import of the various Faculty regulations is not being communicated to students by their Honors Advisers. The arguments pro and con advanced prior to the division of the motion were then recapitulated.

Part I defeated.

PART II.

THAT the requirement of one junior English course be established as part of the Honors program.

Several members of Council were surprised to learn that a full-session English course was not a specific requirement of the B.A. (Honors) degree, and that, at least in some departmental programs, it was possible for a student to obtain the degree without ever having taken a single English course. The issue of departmental autonomy was once again raised, as was the need to protect the student who may wish to convert to the B.A. (General) degree.

Prior to the vote a request was made for clarification of the force of the resolution; Council was informed that the Honors Committee interpreted "one junior English course" to mean English 200 or equivalent.

Part II carried.*

* It was understood that this resolution will not affect students registered in the Honors program prior to the date of its implementation.

It was moved by Professor Munro, seconded by Professor Faulkes,

THAT the Honors Committee Report (including items 3 and 4) be adopted by Council.

Motion carried.

5. Course and Calendar Change Committee Report

[The Report having been distributed to Council in advance of the meeting, a copy is attached to the official Minutes only.]

Note: To facilitate comprehension, errata, supplementary information and Council's discussion are recorded in the page sequence of the Report.

5.1 Part I of ReportPage 2. Comparative Literature490 Modern Hebrew Literature in an International Context

This course was deleted, at the request of the Department.

567 The Romance *3 (either term, 3-0)

Add to description of hours: or *6 (3-0)

455 The History of Comparative Literature

At the request of Professor Marahrens, this course was set aside for separate discussion.

507 Literary Stylistics

Insert the following course description (taken from C Lit 508, which is to be cancelled): A comparative study of the schools and trends of contemporary literary stylistics (psychological, aesthetic, linguistic, quantitative stylistics) together with an analysis of specific stylistic devices on the basis of literary texts.

Page 3. Comparative Literature500 - 575 sequence (change in weights)

Dean Baldwin pointed out that the Department of Comparative Literature was requesting that these changes be effective for the 1974-5 session, in contradistinction to the rest of the recommendations before Council (intended for the 1975-6 Calendar).

Page 5. History302 Early Medieval Europe c. 328-1050

Numerical correction: change 328 to 338.

406 Slavic Settlement in Canada

A question of possible departmental overlap having been resolved, this course was brought forward from p. 13 (Part II) of the Report, the course description having been altered to read: The history of Ukrainians in Canada with special reference to the Prairie Provinces (the underlined portion replacing "within the context of changing theories of Canadianization").

A member having observed that the course title (Slavic Settlement . . .) promised more than the course description (The history of Ukrainians. . .), Council assented to a new title: Ukrainian Settlement in Canada.

The course was subsequently withdrawn, at the request of the Department of History.

407 Topics in Alberta History

A question of possible departmental overlap having been resolved, this course was brought forward from p. 13 (Part II) of the Report ("the fur trade" having replaced "Native-White contact" in the course description). By general consent, after due consideration by Council, the course description was revised to read: Selected economic, social and political topics with particular reference to the land and people of Alberta, beginning

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7.

with native-white contact and extending to the present.

- 377 Topics in the History of Canadian External Relations
Departmental consultation having taken place, the proposed change in title, as noted above, was brought forward from p.13 (Part II) of the Report.

Page 10. Psychology

261 Individual and Social Behavior

A question of possible departmental overlap having been resolved, this course was brought forward from p.13 (Part II) of the Report. Council was asked to note the change in title (from "Social and Individual Behavior"), and the insertion of the word "psychological" in the course description: Introduction to the study of human individuality, personality, and social psychological processes. . . .

491 Psychology of Self-estrangement

Departmental consultation having taken place, this course was brought forward from p.13 (Part II) of the Report.

431 Theory and Practice of Psychometrics

An addition was made to the proposed change in prerequisite, as underlined: Psychology 260/261 (or equivalent), and Psychology 309.

Page 11. Romance Languages

As a point of clarification, it was noted that the revised statement will replace in the Calendar the existing subsections 43.19.1-7 inclusive, and require the renumbering of subsections 43.19.8-11.

Page 11. Slavic Languages

RUSS 315 Readings in Pre-Twentieth Century Russian Literature

The second sentence of the course description was revised to read: Assisted reading and analysis of selected texts from pre-twentieth century Russian literature.

RUSS 316 Readings in Twentieth Century Russian Literature

The word "assisted" was inserted as a preface to the course description: Assisted reading and analysis. . . .

Page 12. Sociology

481 Canadian Social Area Studies

Departmental consultation having taken place, this course was brought forward from p.14 (Part II) of the Report.

571 Seminar in Issues and Techniques in Family Theory Construction

The word "construction" was added to the course title, as noted above.

It was moved by Professor Powrie, seconded by Professor Gordon-Craig,

THAT all the courses in Part I of the Course and Calendar Change Committee Report, as corrected and amended, with the exception of Comparative Literature 455, be approved by Council.

Motion carried.

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8.

Separate Discussion: C Lit 455

The level at which the course is being offered was questioned, some members contending that the course was too difficult for undergraduate students and should be offered at the graduate level. There was also some doubt that the subject matter could be covered adequately in a half-year course. In response, the Chairman of Comparative Literature explained that C Lit 455 was an introductory course; the Department was firmly convinced that such a course was feasible at the 400-level, especially in view of the attendant prerequisites. On the ground that the course should be specifically identified as an introductory course, Professor Schaarschmidt moved an amendment THAT the title of C Lit 455 be changed to read "An Introduction to the History of Comparative Literature"; however the amendment was lost for want of a seconder.

Council was then asked to accept C Lit 455 as presented earlier by Professor Powrie (i.e., as titled, as described in Part I of the Course and Calendar Change Committee Report).

Motion carried.5.2 Part II of Report

Page 13. The History and Psychology courses listed on p.13 were brought forward to Part I of the Report, as noted above.

Page 14. Psychology495 Psychology of Aesthetics

It was moved by Professor Swartz, seconded by Professor Blanchard,

THAT Psychology 495 be considered by Council for approval.

At the outset of discussion, Council was reminded that, because there appeared to be a risk of overlap with the Department of Philosophy, this course material had been returned to Psychology by the Chairman of the Course and Calendar Change Committee, with the request that departmental consultation take place (the Philosophy Dept. being copied on the request). In response, Professor Swartz said that, despite repeated attempts, he had been unable to arrange the desired meeting.

[Note: the Chairman of the Department of Philosophy was not present when this agenda item was raised.]

On the ground that departmental consultation should take place, Professor Masson moved to table, seconded by Professor Gupta. The chair having ruled that discussion of the conditions attached to the tabling was in order, Council was reminded that a) the Philosophy Department had been made aware of the potential conflict, and b) Professor Swartz had made every effort to obtain their reaction.

Motion to table defeated.

Professor Swartz's resolution was then put to a vote.

Motion carried

(Psychology 495 approved by Council).

Pages 14 & 15. Editorial Changes: The Degree of B.A. with Honors

In accord with resolutions passed by Council (ref. item 4 above) this section of the Course and Calendar Report was revised to include the following regulations:

Item F.

Over the four years the student will be required to take not fewer than eight full courses or their equivalent in a subject of concentration as defined by the department. In Combined Honors programs the student will be required to take not fewer than six full courses or their equivalent in each subject of concentration as defined by the departments concerned.

Item G.

Each student's program must include English 200 or equivalent.

Item H.

No student may include more than seven full-session junior courses or their equivalent in the program, except by special permission of the Dean.

It was moved by Professor Munro, seconded by Professor Egert,

THAT the editorial changes to Section 43.1.1 of the Calendar, having to do with the degree of B.A. with Honors, be accepted by Council.

Motion carried.

5.3 Recommendations arising from Review of the Course and Calendar Change Committee Report

- a) The increasing tendency to offer courses in dual weights of 3 and 6 was questioned on the ground that it was difficult, if not impossible, to compress the subject matter of a full-session course into a half-year course. As an alternative, one member suggested that the Faculty might wish to give consideration to a system of linked courses (say, for example, Theory of Translation I, and Theory of Translation II). In response, Dean Baldwin recommended that the proposal be submitted in writing to the Executive, for referral to the appropriate committee.

- b) One member observed that "pages could be eliminated from the Calendar if the practice of simply repeating the title as a course description (and adding a few words) were to be discontinued." It was recommended that the Course and Calendar Change Committee and departments keep this in mind in their consideration of future Calendar submissions.

6. Curriculum Committee Report: the B.A. after a previous degree

[The Report having been distributed to Council in advance of the meeting, a copy is attached to the official Minutes only.]

It was moved by Professor Orrell, seconded by Professor Blanchard,

May 14, 1974

10.

THAT the Report headed "Curriculum Committee recommendations on 'B.A. after' programs" be adopted by Council (sections 1, 2, and 3, and the related subsections).

Council's attention was drawn to Professor Orrell's covering memo of March 19 in which he outlined the history of the "B.A. after" programs, and the rationale for the proposed consolidation. Members were asked to take special note of the new departure proposed by the Curriculum Committee: that the primary subject of concentration for the B.A. must not be the same as the primary subject of concentration in the first degree. As a point of clarification it was explained that the "B.A. after" is restricted to the B.A. (General) and B.A. (Special) programs; and that, in the case of a B.A. (Special) after a first degree, an extra five courses would be required.

The question was put.

Motion carried.*

* It was understood that a "grandfather clause" will apply to students enrolled in the existing "B.A. after" programs.

7. Proposed Admission and Transferability of Credit Policies

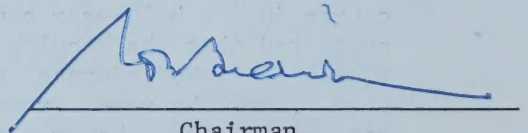
In view of the lateness of the hour and the importance of this agenda item, it was moved by Professor Silvester, seconded by Professor Hett,

THAT the proposed admission and transferability of credit policies be debated one week hence at a special meeting of full Council.

Motion carried.

8. Adjournment

By general consent, the meeting was adjourned at 5:00 p.m.



Chairman.

REPORT OF THE FACULTY OF ARTS EXECUTIVE COMMITTEE: Meeting of April 10, 1974

1. Deceleration and Residence

Arising from recent discussions in General Faculties Council and comments contained in Report No. 1 of the Academic Principles and Aims Committee, the Executive agreed to refer to the Curriculum Committee for consideration, with a view to its recommendations being forwarded ultimately to Council, the matters of deceleration and residence.

2. Student Petitions / Appeal

2.1 Petition to be allowed degree credit, in the final year of the B.A. (General) program, for a course taken at the University of Calgary: Linda Darlene Earl

Ms. Earl enrolled in the B.A. (General) program in the fall of 1969 and by the end of the 1970-71 session had completed ten courses towards her degree. In 1972-73 she registered in five Drama courses at the University of Calgary, subsequently receiving degree credit for two of these courses (the Student Program Office having authority to handle requests for Visiting Student status in the final year up to and including two courses to be taken elsewhere, provided all other courses have been taken at the U. of A.). In March 1974 Ms. Earl submitted a petition to be allowed degree credit for one more course taken at the University of Calgary: Drama 368, on the assurance that she would complete the [then] remaining two courses of her program during the 1974 Summer Session at the U. of A. Ms. Earl's petition was based on financial grounds (she is under contract to a children's theatre company in Calgary until the end of June), and the time element (i.e., her desire to obtain her B.A. by the fall of this year, so that she might be free to travel to England for concentrated studies in the area of Developmental Drama).

Petition granted.

2.2 Petition for permission to take the final course in the B.A. (General) program as a Visiting Student at the University of Saskatchewan: Rosalyn Greenough

Ms. Greenough was admitted to the Faculty in September 1973 with nine advance credits from the University of Saskatchewan. Currently registered in 5½ courses, she is lacking a full-year Science course to complete degree requirements (i.e., on graduation, Ms. Greenough will have one half-course additional to the degree. Ms. Greenough petitioned for permission to take the Science course at the University of Saskatchewan, citing both domestic and financial grounds.

Petition granted.

2.3 Appeal against denial of request to withdraw from a course after the Faculty's deadline for withdrawal: Irving D. Laskin

Mr. Laskin was admitted to the Faculty in January 1974 with five advance credits from the University of Manitoba. On March 28 he applied to the Student Program Office for withdrawal from one of the five half-courses in which he was registered: Geography 230. The application was denied, on the ground that it had been made after the Faculty's March 8th deadline for withdrawal.

In his appeal Mr. Laskin stated that, having consulted with the Registrar's Office in February, he was advised to continue to strive for credit in Geography 230 but that, in the event that he decided to withdraw from the course, two possibilities were open to him: i) if Mr. Laskin formally withdrew prior to the deadline, no record of Geography 230 would appear on his transcript; ii) if he withdrew after the deadline, the course would appear on his transcript with the simple notation "W."

Mindful of the proviso that "a student is responsible for the completeness and accuracy of his registration," the Executive nonetheless concluded, following a check with the Registrar's Office, that there was indeed some ambiguity in the information Mr. Laskin received.

Appeal upheld.

3. Fourth-year Failures [ref. item 3.1, A.F.C. 15/5/73]

Arising from a suggestion at the May 1973 meeting of Council that an omnibus motion be designed for Council's approval so that the Faculty would have an automatic procedure for handling students who fail their fourth year but are eligible for a B.A. (General) degree, the Executive resolved:

THAT in instances of failure (Category C in standing) in the fourth year of the B.A. (Special) and the Canadian Studies programs a choice of either i) receiving the B.A. (General) degree on the basis of successfully completed courses; or ii) accepting the "requirement to withdraw," with the future option for application for readmission to the Faculty as a probationary student in order to complete the B.A. (Special) program, remain the prerogative of the student.

4. Rescheduling of Final Examinations

Dean Baldwin reported for information that, on an emergency basis, he had dealt with three requests for rescheduling of final examinations. [No instructor or department is authorized to reschedule examinations. Only Faculty Council (i.e. Arts Executive Committee) has the authority to permit departures from the schedule (GFC Policy Manual, p. 161).]

5. Elections to G.F.C.

It was reported for information that as a result of the recent Faculty ballot the following were elected to serve on G.F.C.:

Three-year terms, commencing July 1, 1974

F. C. Engelmann, Political Science

C. T. Peacocke, Drama

B. G. Rule, Psychology

R. Silvester, Art and Design

One-year terms, commencing July 1, 1974

D. A. Jackel, English

G. Nettler, Sociology

Committee Replacements: Academic Standing Committee

The following were nominated by the Executive to replace Professors L. E. Larson (Chairman) and J. Moore, who are going on leave:

A. A. Carlson, Philosophy

D. J. Hall, History

R. C. Smith, Classics (continuing member, nominated to serve as Committee Chairman).

G.F.C. Motion re: "Unnecessary Rules"

A resolution recently passed by G.F.C. was received for information, it being noted that the recommended procedure is a continuing one within the Faculty:

THAT General Faculties Council asks Faculties to review at Faculty level all academic regulations with a view to eliminating unnecessary rules and clearly spelling out the existing ones.

G.P.A.'s for Promotion and Graduation for Students Registered in Honors Programs prior to 1973-74

Dean Baldwin reported for information that in light of a resolution passed by the Honors Committee at its meeting of March 22 (THAT the G.P.A. that existed at the time of entry into the Honors Program govern the graduation requirements), he had ruled "that the departmental G.P.A.'s in force, both for promotion and class of Honors, during 1972-73 shall govern throughout his Honors career any student admitted in 1972-73, but that Faculty G.P.A.'s (unless of course exceeded by departmental G.P.A.'s) shall prevail in the case of students admitted since that year."

Review of The Universities Act [ref. item 8, AEC 4/3/74]

Dean Baldwin reported for information that the following bodies are studying the Act with a view to September submissions:

a) Board of Governors Legislation Committee, consisting of representatives of the Board, GFC, AASUA, NASA, Students' Union, and GSA. The first report of this Committee will be given wide circulation for comment and discussion. The Board has named Associate Vice-President (Academic) Dr. Willard Allen as liaison officer with the DAE in its review of legislation.

b) The AASUA Council has instructed its University Government Committee to undertake a comprehensive review of The Universities Act and prepare recommendations for its consideration, this in addition to participating in the Board joint committee and in a review being undertaken by the Government Relations Committee of the Confederation of Alberta Faculty Associations.

c) The Senate has established a subcommittee to study The Universities Act.

REPORT OF THE FACULTY OF ARTS EXECUTIVE COMMITTEE: Meeting of April 30, 1974.

1. Student Petitions / Appeal

1.1 Petition for permission to do a third course elsewhere in the final year of the B.A. (General) Program: Theresa Ann Hagel

Mrs. Hagel was admitted to the Faculty in 1968, with four advance credits from the University of Calgary. During the 1970-71 session she married and moved to Calgary, having completed twelve of the required fifteen courses. In 1972 Mrs. Hagel received permission from the Student Program Office to take two courses as a Visiting Student at the University of Calgary, but did not proceed with her studies at that time. Now scheduled to take two courses at the U. of C. during the 1974 Spring Session (the SPO having reaffirmed its previous authorization), Mrs. Hagel petitioned for acceptance of a course she is in the process of completing at Mount Royal College (where she is employed). The petition was based on domestic and financial grounds.

Petition granted.

1.2 Petition for permission to complete the remaining 5½ courses in the B.A. (General) Program as a Visiting Student elsewhere: Janine Wynne LaBranche

Miss LaBranche based her request on domestic grounds: her forthcoming marriage at the end of August and subsequent move to Vancouver, where her [then] husband will be working. She added that, because she was desirous of completing her degree in one year, she did not wish to transfer into the four-year program at either U.B.C. or Simon Fraser University (where two years would be required for completion). The Executive was of the opinion that Miss LaBranche should be required to complete as many courses as possible prior to her departure for B.C. It was therefore resolved THAT the petition be denied, but that Miss LaBranche be informed that if she can arrange to do 1½ courses in Spring and/or Summer Session at the U. of A., the residual study elsewhere would be approved.

Petition for 5½ courses denied with the proviso for 4 courses as outlined above.

1.3 Appeal to be granted degree credit for a senior-level correspondence course: Arnold James Walter

Mr. Walter, who is a Corporal in the R.C.M.P., was admitted to the Faculty in 1967. Having completed one course (E.C.P.), Mr. Walter was posted to Athabasca, Alberta, where he arranged to take a junior-level correspondence course in Sociology offered by the University of Saskatchewan, for which he received degree credit. Mr. Walter then completed two additional half-term Sociology correspondence courses, at the senior level, and requested degree credit. The request was denied by the Student Program Office, in line with the Faculty's application of a University regulation which in effect restricts extra-mural credits to the first year of the program. The Executive decided that an exception be made, in light of the extenuating circumstances: the fact that Mr. Walter, a career member of the R.C.M.P., is moving from place to place and having a very difficult time in building his credits and that he would have been limited by circumstances in his

selection of correspondence courses.

Appeal upheld.

2. Curriculum Committee: Freshman Courses

A recommendation from the Curriculum Committee was received for consideration by Council, the Executive noting that the force of the resolution would be to require a student to take at least five different subjects in his first year (the present regulation) and allow up to nine (change in regulation):

THAT within the constraints of the requirements of the present program for the B.A. (General) and B.A. (Special) degrees students be permitted to offer not more than one full course or two half-courses in any subject in the freshman year.

[Note: This flexibility is also extended to the lab. science requirement].

3. Banff School of Fine Arts: Art and Design Courses

Arising from the joint recommendations of the Department of Art & Design and the Curriculum Committee, the Executive resolved:

THAT for 1974 only, the six-week painting course (at the intermediate or senior level) at Banff be accepted for credit as the equivalent of Art 313 for B.F.A., B.A. (Special) and B.A. (Honors) students whose principal area of concentration is Art. Any such students intending to register in the course with a view to seeking credit for Art 313 must obtain approval in advance from the Department of Art and Design. Completion of the course at the Banff Centre will not, of itself, guarantee credit for Art 313. To receive credit the student must submit a transcript showing a satisfactory grade, together with a portfolio of the course work which will be assessed by the Department of Art and Design.

4. Committee / Council Memberships

4.1 Canadian Studies Committee

Reported for information: Professor R. G. Motut has agreed to serve as Chairman of the Canadian Studies Committee, for an undefined term.

4.2 Religious Studies Committee

Reported for information: Professor W. D. Gainer was elected to serve as Chairman of the Religious Studies Committee.

4.3 Executive Committee

The Committee of Department Chairmen, as has been the practice in the past, has nominated for election to the Executive Committee Professors R. d'Alquen (Germanic Languages), H.A. Hargreaves (English), and G. Nettler (Sociology), as replacements for Professors M. W. MacKenzie (Classics), J. O. Orrell (English), and D. Young (Anthropology). In the event that further nominations are forthcoming from the floor of Council on May 14 and the election must be contested, the Executive decided that there will be

a mail ballot. Continuing members of the Executive are: Professors F. F. Bueckert (Drama), W. Eastman (Philosophy), and R. R. Hett (History).

4.4 Executive Council: Student Representation

Having implemented the legislation adopted by Council on March 4, 1974 (THAT student elections be held in the spring, with a July 1-June 30 term), eight departments were successful in electing students to serve on Executive Council for the 1974-75 session:

<u>Department</u>	<u>Student Member</u>	<u>Alternate</u>
Art and Design	Marian Barker	Richard Ducommun
	Dean Reeves	Allene Edwards
Classics	Marla Miller	Margaret Miller
Comparative Literature	Dennis Fafard	-
English	Siobhan Ann Hanley	-
	Heide Marie Holst	-
Music	Elaine Dobek	Coleen Goodrich
	John Van Praag	-
Religious Studies	Guy Milner	-
Slavic Languages	Peter San Filippo	-
Sociology	June Sagan	-

5. Function and Scope of "Special Topics" Courses

The Executive agreed to ask the Course and Calendar Change Committee to formulate for future reference the assumptions made about scope and function when Council approves "Special Topics" courses, so that there will be constraining guidelines available to departments offering such courses. The Executive will also ask this Committee to consider its terms of reference, its responsibility and authority, to determine whether there are changes that it might wish to propose to Council to increase its effectiveness as the agent of Council in screening Calendar submissions not merely for potential conflict and editorial defect but also for broad ramifications (e.g. in proliferation of courses).

6. Academic Principles and Aims Committee Report #2

There being insufficient room on the May 14 agenda of Council to permit consideration of the whole of this Report, the Executive proposed that it be presented in sections [in light of this decision, the A.P.A.C. Chairman subsequently requested that the Report be deferred until the Fall]. The Executive will ask the Committee Chairman to separate for Council's consideration the immediate and continuing implications of its recommendations regarding "proficiency in communication."

7. East Asian Studies

A preliminary submission about expansion in East Asian studies will be recast by the ad hoc committee before submission to Council in the Fall.

ACADEMIC STANDING*

- *See also: Executive Committee May 24/74, July 18/74.

1.5 Recommended for the degree of Bachelor of Arts (Special)

BARTLEY, William Muir	FLANAGAN, Sharon Louise
BENNETT, Brian Edward	HARGAALGA, Dahra
BERRY, Carol Lynn	HARRISON, Gregory Clark
BRAGG, William Henry	JENNISSEN, Theresa Emilia Maria
COWAN, Peter Charles	JOHNSON, Renee Marie
DABROWSKI, Joanna Rafaela	LIPPE, Kathleen Christine
DALES, Richard Graeme	McCAFFREY, Peter Ewen
DANYLCHUK, Caroline Nancy	PAVICH, Mary Ann
DERUYTER, Barbara Joanne	PODGURNY, Gail Ann
DICKEY, David William S.	PYSZCZYK, Walter Heinz
DOUGLAS, Murray Lloyd	ROY, Glenn Frederick
DOWIE, Sandra Lynn	SCHMIDTKE, Heinz Dieter
ELMER, Winnie Eleanor	TOBERT, Shirley Ann
EVANOFF, Lawrence George	ZEAVIN, Marvin Ira

1.6 Recommended for the Special Certificate (equivalence of B.A. Special)

CARDINAL, Paul Guy	JENSEN, Reginald Bruce
CAWKELL, Kenneth A.	JEFFERS, Betty A.
COWLES, Frank	MITCHELL, Kirk Addison
DAVIES, William James	PATON, Thomas Donald
DAVIS, Roger Allan	POIRIER, John Paul
DONAHUE, William Patrick	SAMUEL, David James
EVANS, David	SMITH, Carol Phyllis
FALTINSON, Janice Lillian	WAGNER, Harry O.
FROLEK, Susanne Marie	WALSH, William Legh

1.7 Recommended for the degree of Bachelor of Arts (General Program)

** ABBEY, David Ross	ARMITAGE, Deborah Wendy
ABBOTT, Dennis William	ARMSTRONG, Donald Stuart
ABELLS, Robert Stephen	ATKINSON, Dennis Philip
ACHKEWICH, Stefan	AUSFORD, Louise Susan
ACHTEM, Peter Gerald	BACHYNSKI, Margaret Gail
ALEXANDER, Gregory J.	BAILEY, Catherine Ann
AMANTEA, Joseph B.	BAILEY, Charles Frederick
ANDERSON, Arthur Douglas	BAIN, Louise Doris Margaret
ANDREWS, Bruce Theodore	BALDING, Peter Michael
ARFMANN, Melita	BALDWIN, Neil Donald

** Insert: AASLAND, Kaari

Recommended for the degree of Bachelor of Arts (General Program) -
continued

BANNER, Kenneth John	CAHOON, Paul
BAROS, Marija	CALDER, William Stanley
BARR, Gordon E.W.	CANDY, Eric Charles
BASSIE, Frederick John	CANTELON, William Elwin
BEHIELS, David Robert	CARRIGY, Shirley Dene
BELL, Margaret Elaine	CHERKAWSKY, Irene Ellen
BELL, Neil Joseph	CHIN, Arthur St. Clair
BENNETT, George Stanley	CHINCHILLA, Debra Margaret
BENWOOD, Edward John	CHISHOLM, Ian Alfred
BERGER, Harvey James	CHOLAK, Judy Marie
BEST, Peter Howard Stewart	CHOMIAK, Larysa
BICHERT, Geoffrey Michael	CHOW, Man-Sui Peter
BIELBY, Myra Beth	CLARK, Graeme Thomas
BLONDHEIM, Nina Elizabeth	CLARKE, Joyce Irene
BODNARUK, Kathrine Mary	CLARKE, Roger David
BOOTSMAN, Terry Burton	CLEAVELEY, Christopher David
BOUTHILLIER, Roger Edward	COCKS, William Wren
BOUTILLIER, Gordon Ross	COOMBER, Kenneth Gordon
BRACKO, Marlene Veronica Judy	COOPER, Garth James
BREDENFELD, Ervin A.	COX, David Kenneth
BRENNAN, Gary Kenneth	CRAGG, June Peterson
BRENNAN, Maeve Johanna Mary	CRAWSHAW, Gordon Wayne
BRICKER, Cal Vonn	CREAGH, Shelagh Rose
BRODERICK, Peter O.	CRICK, Charles Gordon
BROWN, Carol Anne	CROOKS, Maxine Marilyn
BROWNE, Beverley Anne	CROWSON, Kenneth Michael
BRUNNEN, Paul John	CUNNINGHAM, George Patrick
BRUST, Harvey Allan	CURRIE, Doris Ann
BUGAUD, Suzanne Irene	CUSTER, Linda Marie
BULYCZ, Linda Gloria	DANFORTH, Lynn Martin
BURKE, Denise Louise	DANIEL, Ashley Ellington
BURKUN, Rose Dianna	DANTZER, Mark V.
BURROWS, Beverly Anne	DAVIS, Betty J.
BUSSOLI, Adrian	DAWSON, Richard Lawrence
BYRNE, Patricia Coleen	DECHANT, Bernard Christian

Recommended for the degree of Bachelor of Arts (General Program) -
continued

DENIS, Leo	GALIBOIS, Paul Yves Marie
DEVONSHIRE, Ellen Suzanne	GALLAGHER, Maureen Mary
DEWAR, Sharon Patricia	GATES, Barry Alexander
DIDLUCK, Ann Marie	GAULT, Maria Kathryn
DILLENBECK, Diane Elaine	GAWNE, Graham Brent
DOMBROSKY, Douglas Lloyd	GEREIN, Harold James
DONOGHUE, John Dennis	GERLING, Terrance Edward
DOSMAN, Dawn Patricia	GERMAIN, Dennis Ronald
DOTY, Barbara Kathleen	GIBBON, Brenda Lea
DOUGALL, Susan Catherine	GIBEAULT, Gerald J.E.
DRAKE, Leslie Oliver James	GIFFEN, Linda Catherine
DRYSDALE, Donald Allan	GOETHE, Robert Norton
DUNN, Gary William	GOLONOWSKI, Robert Cyril
EDEY, Wendy Elaine	GOUGH, Walter Harry
EHRENLECHNER, Karen Lynn	GOULD, Sherri Michele
ELASCHUK, Caroline Rose	GOULET, Beverly Ann
ELLIOTT, Margaret Rose	GRAHAM, James Gordon
ELLISON, Carolyn J.	GRAVES, Sarah Jane
ELLS, Shirley M.	GRECKOL, Sheila Joy
ELTON, Martin Charles	GREEN, David Leslie
ERICKSON, Brian James	GRESCHNER, Eugene Anthony
ELVES, Douglas Donnelly	GRUBER, Bertram Michael
ENNIS, Joan Eileen	GYLANDER, Donald Gary
ERICSON, Dianna Lea	HAGEL, Leonard Anton Patrick
FABIAN, Helen Elaine	HAGGITT, Donald Knox
FENNY, Daniel Borden	HAJEK, Milos
FERGUSON, Mary Christine	HAMILTON, Vera Lynn
FILEVICH, Audrey Ann	HANCHERUK, Elaine Eileen
FISCHER, Randy Allan	HARASEM, Eddie Fred
FLANAGAN, Coleen N.J.	HARBINSON, David Albert
FOK, Nancy Yin Ping	HARBORA, Mitchell John
FORSTER, Kenneth George David	HARRIS, Gary Wayne
FRASER, James Ian	HARROLD, Judith Arlene
FULMES, Susan Marlene	HAUG, Brenda Lynne
FUNG, May Hong	HAWES, Linda Kerrie P.

Recommended for the degree of Bachelor of Arts (General Program) -
continued.

HAWRELAK, Patricia Lynne	KEHOE, Maureen Anne
HAWRELAK, Valerie Ann	KEMP, Timothy
HAWRYLUK, Constance Shirley	KENNEDY, Robert James
HAYDUK, Michael Franklin	KENNEDY, Robert John
HEAD, Christopher Roy	KIMURA, Joy Kumiko
HERTZ, Nicodemus John	KLESKO, Jan Russell
HILL, Edina Adele	KLINGLE, Frances Leone
HILL, Lynda Louise	KLONTZ, Calvin Don
HITCHCOCK, Sharon Anne	KNOWLES, Alan James
HO, Geoffrey	KOBEWKA, Sidney Jacob
HO, Lau Hung Annie	KOEHN, Brian Arthur
HORBAY-LACHARITE, Donna Elizabeth	KOLBER, Una Maria
HORNBY, John Gordon	KONG, Alma B.F.
HOWARD, Lorraine	KOSTEK, Michael Rodney
HRYCIUK, Michael John	KRAHN, Robert James
HRNYIUK, Larry Paul	KUCHMAK, Bonnie Gail
HUBERT, Agnes Helen	KUCY, Bernadette Agnes
HUCKELL, Sharon A.	KUKURBA, Alexandra
HUNT, Marilyn Alwin	KURYLIW, Helen Kathie
HUNTINGFORD, Dale Gordon	LaBUDA, Diane Teresa
HURST, Michael Alan	LACKEY, Susan Mary
INGREY, Sherrill Lynn	LAMOUREAUX, Heather Anne
JAMES, John David	LANGAGER, Lorraine Diane
JANKE, Susan Barbara	LARDNER, Lora
JANSEN, Donald Grant	LAROSE, Marc David
JARVIS, Patricia Susan	LARSON, Daryl Naason
JAUCH, Sharon Joyce	LEBOURGEOIS, Jean-Pierre R.
JENNISSEN, Hubertina Gertrude M.	LEE, Ada Oi Ching
JOHNSON, Bruce Benhart	LEECH, Glenda Fern
JOHNSON, Marlene Gertrude	LENZI, Jeanette Paulette
JUDGE, Christine Melanie	LESLIE-SPINKS, Timothy C.
KANUKA, Carol Dawn	LEVINE, Sharron
KARIATSUMARI, Carol Midori	LEWIS, Stanley Allan
KARVELLAS, M. David	LI, Eric King-Fai
KAstelIC, Linda Rosalie	LI, Kit Wai John
KEELER, Kenneth Frank	LINK, Roy Edward

Recommended for the degree of Bachelor of Arts (General Program) -
continued.

LINMAN, Dawn Louise
 LINT, Douglas Ross
 LOPKA, William Daniel
 LOW, Sterling Allan
 LUCK, Catherine Dorothy
 LYNN, Diana Elizabeth
 MacBETH, Jane Louise
 MacINTYRE, Michael Allan
 MacKAY, Stuart Douglas
 MacKINNON, Michael Edward
 MacLACHLAN, Ian Lawrence
 MacRAE, Alistair
 MACRAE, Marlene Anne
 MADGE, Patricia Anne
 MAH, Esmond D.
 MAH, Linda
 MAH, Susan
 MAHARAH, Harridath
 MAJIWSKYJ, Natalka
 MAJOR, Michael Joseph
 MAIN, Catherine Anne
 MALOWANEY, James Richard
 MANOLESCU, Suzanne Margo
 MARK, Maureen D.
 MARSHALL, Robert J.
 MARTIN, Linda Marie
 MASON, Maureen Adele
 MATWICHUK, Emily Mary
 McAfee, Catherine Suzanne
 McARTHUR, Barbara Laurie
 McBEAN, Roger Christopher
 McClure, Robert George
 McCulloch, Susan Merline
 McCUTCHEON, John Gerald
 McDONALD, Carol Ellen

McGINNIS, Deborah Jane
 McGREGOR, Leone Christine
 McKENNA, Hugh C.
 McLEAN, Gillian Jeanette
 McLEAN, Jeryl John
 McMURRAY, Sheryl Dee
 McNAUGHT, Hugh Wesley
 MEADUS, Mary Irene Patricia
 MEILICKE, Barbara Eula
 MIDGLEY, Margaret Morrison
 MILGATE, Norman Daniel
 MILLER, Jane Katharina
 MILLS, Duncan Campbell
 MILNER, Guy Raymond
 MILNER, Kathleen Anne
 MITBRODT, Sylvia Carol A.
 MOHAMMAD, Amina P.
 MOLNAR, George Geza
 MONT, Sabine Elisabeth
 MONTGOMERY, Ellen Anne
 MOON, Bryan Richard
 MOORE, Katharine Elizabeth
 MORHARDT, Irene Sophia
 MORRIS, Judith Ann
 MORSE, Gerald Ivan
 MURPHY, Conrad Brian
 NATTRESS, David A.
 NEDEN, Gary Brian
 NIELSEN, Kenneth Gunnar
 NORRIS, Dian Elizabeth
 NORTON, Jean Margaret
 OAKLEY, James Clifford
 OBRIEN, Patricia Lillian
 OFFERS, Manfred Henry J.
 OGILVIE, Randal Warren

Recommended for the degree of Bachelor of Arts (General Program) -
continued.

OLUK, John David	ROSS, Mary Consuella
ORYDZUK, Evelyn	ROSS, Philip Gordon
PALETZ, Cordula	ROTH, Geraldine A.
PARK, Janice Elaine	ROWAND, Robert Scott
PARSONS, Norman Cowley	RUDYK, Nadia
PENNETT, Joan Leslie	RUBCZYNSKI, Galina
PERREAULT, Greg Armand	SACHKO, Irene
PETERSON, Brian Elmer	SALOMAA, Diana Rita
PETERSON, Holly Ann	SALUKE, John Selby
PETLEY-JONES, Mary Katherine	SAMOIL, Wendell Michael
PHELAN, Patrick James	SATANOVE, Anita Reiza
PHILLIPS, Susan Darlene	SAUNDERS, Brian Joseph
PICARD, Norman Francis William	SCHLOEGL, William John
PINE, Kathleen Ann	SCHLOTTER, Grant
PLATTEN, Karen Anne	SCHMIDT, Richard L.
POTTER, Mabel Lucille	SCOTT, Francis Cornelius
POWER, James Ernest	SCOTT, Pamela M.
PRATT, James Henry	SCRABA, Crystal Jane
PRESS, Madeleine Hannah	SEABROOKE, Christine Anne
PRICE, Ludmilla Elizabeth	SEIDEL, June Augustine
PROCTER, Donald John	SEREDA, John Matthew
QUAN, Pearl Linda	SHARP, Ross William
RADZE, Juris Andrejs	SHAW, Edward Ian
REID, Debra Gail	SHEA, Gerald Wayne
REID, Monty Garson	SHEARD, Christopher Kent
REILLY, Daniel Joseph	SHERMAN, Sharen E.
RICHARDS, Christopher Patrick	SHEWCHUK, Joyce Marie
RICHARDSON, Terrance Keith	SIK, Marilyn Theresa
RIDDEL, John Walter	SIMPSON, Donald Thomas Michael
RIEDIGER, Edwin Peter	SIMPSON, Janis Margaret
RIVET, Rowe Anne	SMITH, Elizabeth
ROBERTS, Terry Dale	SMITH, Kenneth
ROSNAU, Timothy Charles	SMITH, Sydney Frederick

Recommended for the degree of Bachelor of Arts (General Program) -
continued.

SNOWDON, James D.	TURTON, Donald Bruce
SOCKETT, Kenneth Robert	TUTTY, Wayne Lynn
SOLDAN, Anita Jean	ULVELAND, Joan Colleen
SPARLING, John Lawrence	UNGERAN, Lloyd Crayford
SPEARN, John Michael Joseph	VAN SCHAICK, Yost Alexander Bieschel
STACHNIK, Daniel Peter	VENNER, Simon David
STACK, Edward Hannon	VERSTEEG, Henry
STAINTON, Georgette I.	VETSCH, Lois-Ann
STANFORD, Katherine Lorraine	VIGEN, Ralph Douglas
STARKO, Lorne Peter	VINCENT, Glenys Moya
STEFURA, William A.	WALISSER, Bernard B.
STONHOUSE, Michael Philip	WARD, Cameron C.
STORMS, Barbara Miriam	WARNER, Neil Morgan
STUART, Frances Mary	WATSON, John Derek
STUART, Ralph Douglas	WATSON, Robert James
SULLIVAN, Randy Douglas	WATT, Alison
SUTER, Richard Alan	WATZKE, Raphael Frank
SWIMMER, Sally Ann	WEBB, Brian Roy
SWITYK, Zenovia Ann	WEBB, John Duncan
SYKES, John Philip	WEGNER, Rita Shirley
SYVERSON, Keith L.	WEICHLER, Peter Albert Eugene
SZEL, Marcella M.	WESTCOTT, Glyn James
TAINSH, Norman Leroy	WHALE, Judith Ann
TEPLITSKY, Maxine Belva	WHITLEY, Bonita Jane
THOMAS, Roger Lee	WHITLOCK, Wayne Ronald
THOMPSON, Allan Roy	WHITTAKER, Lionel Howard
THOMPSON, Douglas Blaine	WHITTINGTON, Wendy Mae
TILROE, Johanna Margriet Dorothea	WIENS, Judith Ann
TOLLEY, Paul Lawrence	WILINSKI, Carol Lynne
TRUCKEY, Theodore Clarence	WILKES, Reginald C.
TRUTNAU, William Henry	WILLIAMS, Joan Mary
TRYLINSKI, Anne	WILSON, Lynda Mae
TSEU, Linda Carolynne	WILSON, Richard Wilfred
TURNER, James Frederick	WOLBERT, Walter Wendelin

Recommended for the degree of Bachelor of Arts (General Program) -
continued.

WOOD, Marjorie Jean Isabelle	YUEN, Ellen Ngan-Luen
WOODHEAD, Charles D.	YULE, Joann
WOOLARD, Lorraine Marie	ZAIFFDEEN, Cheryl Evelyn
WORT, Kathleen Lenore	ZECHEL, Herbert R.
WRIGHT, Shelley Elizabeth	ZINTER, Barbara Elizabeth
YANG, Rocky Kin-Wai	ZITTLAU, Rudolf
YEOMAN, Judy Gail	ZUCCATO, Neil Anthony
YOUNG, Eric Douglas	

1.8 Recommended for the degree of Bachelor of Fine Arts with Distinction

BAKER, Robert Kenneth (Drama)	HARRISON, Sheelah Patricia (Drama)
GREEN, Janet Laine (Drama)	WHITNEY, Patrick F. (Art & Design)
GUBERMAN, Sandee Faye (Drama)	

1.9 Recommended for the degree of Bachelor of Fine Arts

AARON, Hannah Tamarah (Art & Design)	JOHNSEN, Gregory J.C. (Art & Design)
BOUWMEESTER-McGECHIE, Barbara Joan (Art & Design)	KERR, Richard Herman (Art & Design)
COLYER, Darrell Lorrain (Art & Design)	LAW, A. Fiona (Drama)
CONNOLLY, Mark Elliot (Art & Design)	LEMIEUX, Virginia Rita (Art & Design)
CONNOLLY, Mark Elliot (Art & Design)	~~LESLIE, Laura Jean (Art & Design)~~ *
FERLEY, Susan Mary Anne (Drama)	MANN, Phillip Wayne (Art & Design)
IVESON, Robert Lawrence (Art & Design)	SERRA, Theo James (Art & Design)
	THOMPSON, Brian (Art & Design)
	WORTHINGTON, Brian Arthur (Art & Design)

1.10 Recommended for the degree of Bachelor of Music with Distinction

COHEN, Beverley Ann

1.11 Recommended for the degree of Bachelor of Music

ALPAUGH, Deborah Lee	HAMILTON, Shelley Leah
BOEHM, Norbert Valentine	MASON, Douglas George
COONEY, Cheryl Lee	OLSEN, Audrey May
DIETZ, Frances Marianne	PREUSS, Jacqueline N.
DOLINSKY, Marsha J.D.	SMYTH, Thomas Morley
DOMINGO, Arturo	WHEELER, Madeleine Carol
FAVREAU, Sharyn Gay	ZWEIFEL, David Edward
GRASDAL, Wendy Joan	

*See Executive Committee Minutes May 24/74

Addendum to the Report of the Faculty of Arts Committee
on Academic Standing May 74

The Committee checked the records of the following Collège Universitaire St. Jean students at the request of Dean F.J. McMahon and recommends them for the degree indicated:

Bachelor of Arts (General Program) with Distinction

FRITCH, Helen Gwen

MAXIM, J. Jean-Louis

TURGEON, Laurier G.

Bachelor of Arts (General Program)

CAIRNS, Michael J.

GAREAU, Laurier H.

MENCKE, Huguette

MOYER, Patricia A.

NICOLET, Gérard A.

Failed to meet requirements for the B.A. (General Program)

BUGEAUD, Marc Louis

- failed half course in area of
concentration

LEBLANC, Daniel

- failed one course

CONFIDENTIAL

Students who failed to qualify for their degree:

B.A. (Special)

ZIMMERMAN, Terrance Glenn - failed one and a half courses

B.A. (Special Certificate)

PRECLAW, Richard John - failed one course in an area of concentration

B.A. (General)

BOLSTAD, Allan Eugene - failed half course

CAMPBELL, Kevin S. - failed two courses (including a grade of 3 in an area of concentration)

CARTER, Colin Andre - failed half course

CLARKE, Paul Norman - deficient graduation average

CRAMER, Kenneth Wayne - deficient graduation average

CROSBY, Karen Elizabeth - failed half course in area of concentration

DAYNES, Donna Gene - failed half course (grade of 3 in area of concentration)

GRAEFE, Stephanie - deficient graduation average

HARTMANN, Barbara A. - failed 2 1/2 courses. Category C.

ISFELD, Brian Wayne - failed 2 1/2 courses. Category B.1.

HEDLUND, Harold Lee - failed half course (grade of 3 in an area of concentration)

JERVIS, John William - failed one course

JOHANESON, John Sheridan - failed half course in area of concentration

KOLIGER, Gary Michael - failed one course in an area of concentration

McKERNAN, Lionel John - failed one and a half courses (including a grade of 3 in an area of concentration)

MELESHKO, Donald Frederick - failed 1/2 course in area of concentration

MELNYCHUK, Joanne Betty - failed 2 1/2 courses. Category C.

MAH, James - deficient graduation average

MOREN, Cheryl Irene - failed 1/2 course in area of concentration

NIMECK-HOUSTON, Maureen Evelyn - deficient average (absent from exam)

PICKERING, Gordon Bennett - failed 1/2 course in area of concentration

SCHROTER, Ronald Charles - failed 1/2 course (absent from exam)

PAZDER, Leonard Joseph - failed 4 out of 5 courses attempted. Cat. C.

POON, John Cho-Ming - failed one course (second grade of 3)

RYDE, Linda Lee - failed half course in area of concentration

B.A. (General) continued

THIELE, Harold Alex

- failed 1 1/2 courses (including a grade of 3 in area of concentration)

YUSAK, Lawrence

- failed 1/2 course in area of concentration

B.F.A. (Art and Design)

NASH, Susan Amelia

- failed two courses (grades of 3 in area of concentration)

B.A./LL.B.

HANINGTON, Peter Carleton

JANAKAS, Thomas

KOCH, Judy Marie

McCRUM, Terence Alan

MISKEY, Lawrence Eugene

RUSTMEIER, Anton Joseph

SMITH, Malcolm John

HONORS COMMITTEE REPORT - May 19741. GRADUANDS1.1 Recommended for the Governor General's Gold Medal

NICHOLLS, John Leslie (Specialization: History)

1.2 Recommended for the Degree of Bachelor of Arts with First Class Honors

<u>NAME</u>	<u>SPECIALIZATION</u>
ARNOLD, Joan Marion	History
BAKER, John Richard	Anthropology
BELANGER, Marie Celine	Political Science
BELLAND, Mariette Denise	Romance Languages
BOHM, Arnd	Germanic Languages & History
BUTLER, Terry James	English
CHUCHMAN, Irene Alexandra	Slavic Languages
CONATY, Gerald Thomas	Anthropology
CUMMER, Donald John Murray	History
DROHOMIRECKI, George Andrew	Romance Languages
DUNLAP, James William	History
EXNER, Marlene Joan	Sociology
FLANNERY, Lynda Louise	Economics
FORBES, Maureen Ruth	English
FRASER, Michele Elaine	Psychology
FROST, Ruth Jean	Geography
GAINER, Brenda Jean	History
GATTO, Emilio Givlio	Romance Languages
HAMSON, Laura Christine	History
HOOVER, William John	Sociology
KEEVIL, Richard Pierce	Political Science
LALANDE, Vivian Mary	Psychology
LEACH, John Edward	Economics
LEVINE, Noreen	English
LYSAK, Anthony Alexander	Psychology
MacDONALD, Brian John Howard	Political Science
MacKAY, Robert John	Geography
MacNAUGHTON, Ann Margaret	English
MAGEE, Deborah Jean	Sociology
MALTAIS, Marie	Romance Languages
PENNY, Michael John	English

HONORS REPORT - MAY 1974Recommended for the Degree of Bachelor of Arts with First Class Honors (cont.)

<u>NAME</u>	<u>SPECIALIZATION</u>
PETRUK, Randolph Michael John	Psychology
PEZZOT, Terry Dianne	Psychology
SIMONSEN, Judith Kathleen	Philosophy
SIMONSON, Simon Eric	Anthropology
SKRYPNEK, Berna Joyce	Psychology
SMITH, Donald John	Drama
SPROULE, Frederick Charles	History
SYLVESTER, Barbara Emily	Geography
THOMAS, Melvin Daniel	Classics
WAUGH, Carol Ann	Philosophy
WILSON, Shelley Lorraine	English

1.3 Recommended for the Degree of Bachelor of Arts with Honors

BRYANS, Moira Jane	English
CHMURA, Mary Helen Ida Caroline	Romance Languages
DE ARMOND, Margery Ellen	Romance Languages
EDEY, David Henry	Economics
FAIRBAIRN, Ritchie Stanley	Economics
JUNKER, Barbara Jane	Economics
KROKER, Sidney Johannes	Anthropology
LEUNG, Alice Wai-Ping	Sociology
LUNDE, Laine	Anthropology
MARCH, Neil John	Philosophy
ODYNSKI, Vivian Lee	Geography
POROZNI, Douglas Norman	Economics
PROTTI, Gerard Joseph Alfred	Economics
SPEAKMAN, Kathleen	Drama
TROTTIER, Antoinette Marie	Anthropology
WEIN, Catherine Louisa	Economics
WELSH, Terence William	Drama
WONG, Yan	Economics
WUKASCH, Rebecca Anne	Anthropology
WYLIE, Keith James	Anthropology

HONORS REPORT - MAY 19742. OTHER AWARDS2.1 Recommended for the Edmonton Section of the Council of Jewish Women Prize

LUPUL, David W. (History)

2.2 Recommended for the Dr. Geneva Misener Memorial Prizes

BROAD, Mary (Modern Languages)

JACQUES, James
MITCHELL, Marla > Tied (Classics)3. DEPARTMENTAL REPRESENTATION (faculty) on the HONORS COMMITTEE

The following departmental nomination is recommended for ratification by Council (two-year term):

<u>Department</u>	<u>Member</u>
English	L. T. Fitz

4. SUMMER RECESS: HONORS EXECUTIVE COMMITTEE

For information: The following were elected to constitute, with the Chairman, an Executive Committee having authority to act for the entire Honors Committee during the summer months:

<u>Faculty Representatives</u>	<u>Student Representatives</u>
R. M. Nielsen	C. Belanger
A. Scott	B. E. Sylvester

5. RECOMMENDATIONS RE: HONORS PROGRAM REQUIREMENTS

5.1 THAT for Combined Honors programs, the minimum number of courses in each discipline will be decided through consultation with the departments concerned but in no case will consist of less than six courses in each departmental program.

5.2 THAT a paragraph be inserted in the Honors section of the Calendar, which is the same paragraph as that applying to the B.A. (General), to the effect that "no student may include more than seven junior courses in the program, except by special permission of the Dean."

5.3 THAT the requirement of one junior lab. science and one junior English course be established as part of the Honors program.

CALENDAR COMMITTEE REPORT #2 (1975-76 Calendar)To Meeting of Arts Faculty Council May 14, 1974

GENERAL: Part I of this report contains material recommended for Council's approval. Part II contains material which the committee referred back to the department concerned for further action. It is recommended for approval subject to that action having been taken.

PART IART AND DESIGNA. New Courses:

- 232 Visual Fundamentals *6 (2-4)
A studio based course designed to provide B.F.A. students with a basic study of the principles and techniques of drawing, painting, design and three-dimensional sculptural and design studies. Note: Restricted to B.F.A. students.
- 240 Drawing *3 (Second Term, 3-0)
Further study of the principles and techniques of drawing. Note: Restricted to B.F.A. students.

B. Course Changes:

- 231 Change description to read:
A studio based survey course designed to introduce non B.F.A. students to the principles and techniques of drawing, painting, design and three-dimensional sculptural and design studies.
Note: Not open to students with credit in Art 232.

Change prerequisites of the following courses to read:

Prerequisite or corequisite (inserting the course number shown opposite each one).

413 - 412
414 - 413
512 - 412
513 - 512
514 - 513
424 - 423
464 - 463
474 - 473
524 - 523
564 - 563
574 - 573

Program Change:Section 43.24

Change first year requirements to read:

Art 200, 232, 233, 240; English 200 or equivalent; An approved single term Arts or Science option.

ART & DESIGN, Program Change, continued

Section 43.3.1/HONORS IN HISTORY OF ART AND DESIGN

Change first year requirements to read:

Art 231 or 200, English 200 or equivalent; a language other than English (usually French, German or Italian), and two approved Arts or Science options.

(To Committee -- this is subject to consent of the Honors Committee)

COMPARATIVE LITERATURE

A. New Courses:

- 490 Modern Hebrew Literature in an International Context *6 (3-0)
This course will deal in translation with the major figures and trends of contemporary Hebrew fiction, including several young Israeli writers of the fifties and sixties in relation to East European romantic and realistic writing and to post symbolist English, American, French and German literature.
Prerequisite: A competent reading knowledge of at least one relevant language other than English, such as Hebrew.
- 496 Special Topics in Comparative Literary History *3 (either term, 3-0)
Prerequisite: Competent reading knowledge of one relevant language other than English.
(Note to Council: This course was introduced at the request of the Dean's office.)
- 567 The Romance *3 (either term, 3-0)
An examination of the history and major developments of the narrative form of the romance from Greek beginnings, through Mediaeval and Renaissance examples, to modern texts.
Prerequisite: Evidence of a competent reading knowledge of one relevant language other than English.
- 455 The History of Comparative Literature *3 (either term, 3-0)
An introduction to the major theories and definitions of comparative literature viewed in a historical perspective.
Prerequisites: A competent reading knowledge of one relevant language other than English; C Lit 200 or 300 or Eng 200; C Lit 350 or Eng 315/317 or Eng 393 or equivalent.

Course Changes:

- 495 Delete: *3 (either term, 3-0) or
- 507 Change weight to read: *3 (either term, 3-0) or *6 (3-0)

COMPARATIVE LITERATURE - Course changes, continued

Special request:

The Department seeks approval of the following changes to be effective for the current 1974/75 session:

For the following courses, change the weights to read: *3 (either term, 3-0) or *6 (3-0).

- 500 Literary Scholarship: Methods and Techniques
- 505 The Theory of the Study of Literature
- 510 Poetics: The Nature and Forms of Literature
- 511 Comparative Studies in "Formalistic" Approaches to Literature
- 512 Theory of Translation
- 550 Comparative Studies in Romantic Literature
- 552 Comparative Studies in Realistic Literature
- 555 Comparative Studies in Literature of the Late Nineteenth Century
- 570 Comparative Studies in Comedy
- 575 Tragedy: A Theoretical Approach

Course Cancelled:

- 508 (no longer required in view of change to 507)

ECONOMICS

New Courses:

- 361 Transportation Economics *3 (either term, 3-0)
Economic analysis of alternative transportation systems (water, air, road and rail, for both freight and passengers). Role of transportation in urban, regional and national economic development. Public policy toward transportation.
Prerequisites: Economics 200 or 201/202.
- 561 Transportation Economics *3 (either term, 3-0)
Economic analysis of alternative transportation systems.

Course Changes:

- 352 Change description to read:
Analysis of the effects of alternative levels of total taxation (budgetary tax policy) and alternative types of taxes (tax mix policy) on the economic decisions of households and business firms as reflected in the composition of national output, the distribution of national income and the level and stability of economic activity. Prerequisite: Economics 200 or 201/2 or consent of the Department.

- 351 } Delete: "Note: Not to be taken by students with credit in Economics 350."
- 353 }

ECONOMICS, Course Changes, continued

550 Change title and course description to read:

Public Expenditure

The theory of the role of the public sector in a market economy; income distribution, externalities, indivisibilities. The evaluation (cost-benefit analysis) of public investment. Prerequisites: Introductory, and preferably intermediate, economic theory, and elementary calculus, or permission of instructor.

551 Change title and course description to read:

The Canadian Public Economy

The economic objectives and growth of the Canadian public sector with emphasis on budgetary processes, intergovernmental fiscal relations and public policy problems and achievements.

Note: This course is designed to be of interest to graduate students from other departments.

553 Change course description to read:

The effects of taxes upon the decisions of households and business firms. Evaluation of selected tax policies. Note: Students deficient in economics will be admitted to the course only by consent of the instructor.

ENGLISHD. Editorial Changes:

Section 44.11.2 in the 'Note': delete "200-level," insert "junior".

Section 44.11.1 in the head note "No more than one full-session junior English course, or equivalent, may be offered for credit in a B.A. program." Delete "a B.A." and insert "an undergraduate".

GERMANIC LANGUAGESA. New Courses:

420 German Literature to 1700 *6 (3-0)

The background and literature of the German Middle Ages, Renaissance and Baroque, with analyses of representative works. The medieval works will be read in German translation. Prerequisite: German 301 and 330 or 350, or consent of the Department. Note: Not open to students with credit in German 430.

B. Course Changes:

320 Change title to read: German Literature in English Translation

500 Change title and description to read: Reading Course *6 (3-0)

This course is designed for graduate students who wish to satisfy the language requirement of their department. An intensive study of essential grammar, reading of graded texts, and translations of texts from the student's own field. Note: Not open to undergraduates.

604 Change title to read: Studies in Middle High German Lyric Verse

GERMANIC LANGUAGES - continued

C. Course Cancelled:

430

D. Editorial Changes:

Insert the revised description of Honors in German, approved last year but inadvertently omitted from the 1974/75 Calendar.

HISTORY

A. New Courses:

302 Early Medieval Europe c. 328-1050 *3 (either term, 3-0)
(Note: formerly a full course.)

Note to the Calendar Committee: last offered in 1964/65.

448 Topics in the History of 19th Century French Canada *3 (either term, 3-0)
The nineteenth century Canadian experience from a French Canadian perspective.

449 Topics in the History of 20th Century French Canada *3
(either term, 3-0)
The twentieth century Canadian experience from a French Canadian perspective.

B. Course Changes:

357 Change title to read: The Industrial Revolution in Britain *3 (either term, 3-0)
Insert description: The main focus of this survey will be on the social and economic development of Britain during the Industrial Revolution, 1750-1850; concomitant changes in the politics and intellectual climate.

358 Change title to read: Britain as a World Power *3 (either term, 3-0)
Insert description: Britain as a World power from the mid-Nineteenth century to the mid-Twentieth century.

MUSIC

A. New Courses:

301 History of Classical Music *3 (First Term, 3-0)
Note: formerly Music 201. Open to students in B.Mus. program; satisfactory completion of Department of Music theory examination required of others.

MUSIC, New Courses, continued

- 304 History of Romantic and Post-Romantic Music *3 (Second Term, 3-0)
Note: formerly Music 204. Open to students in B.Mus. program; satisfactory completion of Department of Music Theory Placement Examination required of others.
- 426 Piano Improvisation *3 (Either Term, 3L)
Prerequisites: Music 350, 351, and consent of the instructor.
- 427 Continuo Realisation *3 (Either Term, 3L)
Prerequisites: Music 350, 351, and consent of the instructor.
- 591 Music Criticism II *3 (Either Term, 3-0)
Prerequisite: Music 590.
- 628 Art Song Interpretation *3 (2L)
Note: A single term course offered over the full session.

B. Course Changes:

- 214 Change number to 330. Add: Prerequisite: Music 250 and 251 or equivalent.
- 216 Change number to 331. Add: Prerequisite: Music 250 and 251 or equivalent.
- 261 Change number to 361. Delete Note. Change prerequisites to read: Music 250 and 251 or equivalent.
- 224 Change hours to read: (1-4). Add to description: Laboratory hours involve participation in large ensemble.
- 324 Change hours to read: (1-4). Add to description: Laboratory hours involve participation in large ensemble.
- 225 Change hours to read: (2-4). Add to description: Laboratory hours involve participation in large ensemble.
- 325 Change hours to read: (2-4). Add to description: Laboratory hours involve participation in large ensemble.
- 303 Change number to 402. Insert: Note: formerly 303. Not open to those with credit in 405/406.
- 360 Add: Prerequisites: Music 250 and 251 or equivalent.
- 206 Note to read: Open to all students not eligible for Music 202, 203, 301, 304, or 402.
- 210 Note to read: Limited to those students in the Faculty of Education not eligible for admission to Music 301 and 304.
- 223 Add to description: Laboratory hours involve participation in large ensemble.

MUSIC, Course Changes, continued

- 229 Delete note re: B.A. programs as per Section 43.14 of current calendar.
- 323 Add to description: Laboratory hours involve participation in large ensemble. Delete reference to "voice" in note.
- 324 Change note to read: "...programs in Theory, Composition, and Music History and Literature..."
- 325 Change note to read: "...programs in Keyboard and Voice,..."
- 352 Change prerequisites to read: Music 250 and 251.
- 410 } Change prerequisites to read: Music 202, 203, 301, 304, and 402.
411 }
- 418 } Delete prerequisites.
419 }
- 424 Change note to read: "... programs in Theory, Composition, and Music History and Literature..."
- 428 Change title to read: Art Song Interpretation
- 502 Add prerequisite: Music 501.
- 506 Change prerequisites to read: Music 202, 203, 391, 304, and 402.
- 510 Change to First Term.
- 520 Change to Second Term.
- 523 Add to description: Laboratory hours involve participation in large ensemble.
- 528 Change title to read: Art Song Interpretation
- 544 Change to either term.
- 545 Change to either term.
- 590 Add 1 to title; change to either term.
- 604, 605, 606, 607, 608, 609, 626 Change to either term.
- 616 Add prerequisite: Music 615.
- 618 Add prerequisite: Music 617.

MUSIC - continuedC. Courses Cancelled:

302, 540, 541

D. Editorial Changes:

Section 43.26.1/GENERAL INFORMATION

Second sentence to read: Candidates for the B.Mus. degree may choose one of four areas of study: 1) Applied Music (Keyboard, orchestral instrument, or voice); 2) Composition; 3) Music History and Literature; 4) Music Theory.

Third sentence: Change one year to two years.

Insert between third and fourth sentence: Large ensembles include: the Concert Choir, Madrigal Singers, St. Cecilia Orchestra, Symphonic Wind Ensemble, Concert Band, and Stage Band.

Paragraph 6 to read: Students other than those who elect piano as a first practical subject are required to enroll in piano as a second practical subject unless proficiency is demonstrated through testing to be arranged with the Department.

Add Paragraph 9 to read: New first year students are admitted to a Common First Year as outlined below. Routes of concentration for the remaining three years of the program are designated in consultation with the Department at the end of the first year.

Section 43.26.2/COMMON FIRST YEAR

Music 202, 203, 215, 223 or 225, 250, 251, single-term non-music option; English 200, 210, or two junior single-term courses in English.

Section 43.26.3/COMPOSITION

Second Year: Music 301, Music 304, Music 315, 324, 350, 351, 360, language option.

Third Year: Music 402, 361, 352, 424, 460, 462, 463, 544.

Fourth Year: Music 452, 560; non-music option, single-term non-music option, single-term music history option, senior option.

Section 43.26.4/HISTORY AND LITERATURE

Second Year: Music 301, 304, 315, 324, 350, 351, 352; language option.

Third Year: Music 402, 361, single-term music history option; single-term non-music option, Music 312, 424, 452; language option.

Fourth Year: Music 501, 502, music history option, music option; non-music option, senior option.

MUSIC - Editorial Changes, continued

Section 43.26.5/THEORY

Second Year: Music 301, 304, 315, 324, 350, 351, 352, 360.

Third Year: Music 402, 361, 424, 452, 462, 463, 544;
language option.

Fourth Year: Music 545, senior option, non-music option, single-term music history option, single-term music option, single-term non-music option, music option.

Section 43.26.6/APPLIED MUSIC, KEYBOARD

A specialization in chamber music, pedagogy, solo performance, or vocal accompanying/coaching will be chosen at the end of the second year in consultation with the Department.

Second Year: Music 301, 304, 315, 325, 350, 351, single-term music option, language option.

Third Year: Music 402, 361, 352, 403, 404, 425, 428 or 429, single-term non-music option.

Fourth Year: Music 503, 504, 525, 528 or 529, single-term music option, non-music option, senior option.

Section 43.26.7/APPLIED MUSIC, ORCHESTRAL INSTRUMENTS

Second Year: Music 301, 304, 315, 323, 329, 350, 351; language option.

Third Year: Music 402, 361, 352, 423, 429, 457/458 or 440/441, single-term non-music option.

Fourth Year: Music 523, 529, 557/558 or music option, single-term music option, non-music option, senior option.

Section 43.26.8/APPLIED MUSIC, VOICE

Second Year: Music 301, 304, 315, 325, 350, 351, 361; Italian.

Third Year: Music 402, 352, 425, 430, 435/436 or 455/456; German.

Fourth Year: Music 525, 530, 535/536 or 555/556, single-term music option, senior option, French.

POLITICAL SCIENCENew Course:

- 435 Problems in Metropolitan Government *3 (either term, 3-0)
The comparative study of the functional, fiscal, structural and political aspects of metropolitan government.

PSYCHOLOGYA. New Course:

- 432 Psychological Testing *3 (either term, 3-3)
 Conceptual analysis and use of selected psychological tests.
 Prerequisite: Psychology 431.

B. Course Changes:

- 337 Change prerequisites to read: Psychology 260/261 (or equivalent) and 309.
- 341 Change prerequisites to read: Psychology 260/261 (or equivalent).
- 353 Change prerequisite to read: Psychology 260/261 (or equivalent).
- 383 Change prerequisite to read: Psychology 260/261 (or equivalent).
- 420 Change Note to read: Carries no credit for students with credit in Psychology 202, 212, 237, 241, 260, 261, or 283.
- 431 Change description to read: The nature of psychological tests; survey of the various types of standardized tests; some practical work in administration, scoring and interpretation of tests.
 Change prerequisite to read: Psychology 260/261 (or equivalent).
- 441 Change prerequisites to read: Psychology 260/261 (or equivalent), 309, and one of Psychology 360, 361, 362 (or 365) or 366.

C. Courses Cancelled:

237, 241, 283, 490, 447.

D. Editorial Changes:

Section 43.17.2/CONCENTRATION IN PSYCHOLOGY

Under 'Three-course sequence' delete: ... one of Psychology 237, 241, or 283; and insert: Psychology 261

Section 44.31.1/JUNIOR COURSES

Change second sentence to read: Students with credit in Psychology 202/212, or Educational Psychology 269/271 may not take Psychology 260 or 261 for degree credit.

Section 44.31.2/SENIOR COURSES

Insert after Section 44.31.2/SENIOR COURSES: Psychology 202, Psychology 260 and any one of 237, 241, 283 are the equivalent of 260/261.

ROMANCE LANGUAGESD. Editorial Changes:

Section 43.19.1/HONORS IN ROMANCE LANGUAGES

Delete all detail and insert revised statement as follows:

The Department of Romance Languages offers various Honors programs requiring study within one or more of the following fields: the French language and its literatures, the Hispanic languages and literatures, Italian language and literature, and Romance Linguistics. Honors programs combining one of these fields with a second subject in another department are also offered. For further information students should apply to the departmental office.

SLAVIC LANGUAGESA. New Courses:

- RUSS 315 Readings in Pre-Twentieth Century Russian Literature
*3 (First Term, 3-0)
Introduction to the study of Russian literature in the original. Assisted reading and analysis of selected texts from nineteenth- and twentieth-century Russian literature. Co-requisite: Russian 303.
- RUSS 316 Readings in Twentieth-Century Russian Literature
*3 (Second Term, 3-0)
Reading and analysis of selected texts from twentieth-century Russian literature. Co-requisite: Russian 304.
- RUSS 501 Composition and Conversation I *3 (First Term, 3-0)
- RUSS 502 Composition and Conversation II *3 (Second Term, 3-0)
- SLAV 696 Readings in Old Slavic Texts *3 (either term, 3-0) or *6 (3-0)

B. Course Changes:

- RUSS 500 Change title and description to read:
Reading Course *6 (3-0)
This course is for graduate students who wish to satisfy the language requirement of their Department. An intensive study of essential grammar, reading of graded texts, and translation of texts from the student's own field. Note: Not open to undergraduates.

- SLAV 501 Delete: "Note: Required of all graduate students in the Department."

C. Courses Cancelled:

SLAV 521, SLAV 524, SLAV 526.

SOCIOLOGYA. New Courses:

- 490 Sociology and Public Policy *3 (either term, 3-0)
Past and present relationship among Sociology, social research and societal needs, including the impact of sociological research on public policy formation, program development and implementation and program assessment.
Prerequisites: Four half-year courses in Sociology.
- 525 Seminar in Criminal Justice Administration *3 (either term, 3-0)
- 571 Seminar in Issues and Techniques in Family Theory *3 (either term, 3-0)
- 576 Seminar in Sociology of Religion *3 (either term, 3-0)

B. Course Change:

- 570 Change title to read: Seminar in Family Theory *3 (either term, 3-0)

CALENDAR COMMITTEE REPORT #2

PART II

The following Calendar material was returned to the department concerned because the Committee felt that there was some risk of overlap with another department and there was no evidence that another department had been consulted. This material is recommended for approval subject to there being evidence that consultation has taken place.

HISTORY

A. New Courses:

- 406 Slavic Settlement in Canada *3 (either term, 3-0)
The history of Ukrainians in Canada within the context of changing theories of Canadianization.
Prerequisite: Two previous History courses.
- 407 Topics in Alberta History *3 (either term, 3-0)
Selected economic, social and political topics of particular interest to the land and people of Alberta, beginning with Native-White contact and extending to the present.
Prerequisite: History 372 or 471 or consent of the Department.

The Committee asked that both be cleared with the Department of Sociology and that 407 be cleared with the Department of Anthropology as well.

B. Course Change:

- 377 Change title to read: Topics in the History of Canadian External Relations *3 (either term, 3-0)

PSYCHOLOGY

A. New Courses:

- 261 Social and Individual Behavior *3 (either term, 3-0)
Introduction to the study of human individuality, personality, and social processes. Some aspects of normal and abnormal human development, psychological assessment and treatment may be included. Prerequisite: Psychology 260.
- 491 Psychology of Self-estrangement *3 (Second Term, 3-0)
Basic descriptions of self-deception and self-estrangement in psychoanalytic and existential-humanistic theories. Discussion of basic determinants of self-deception and, alternatively, self-awareness, as well as considerations of the methods of inquiry appropriate to the area. Prerequisite: Psychology 383.

PSYCHOLOGY, New Courses, continued

- 495 Psychology of Aesthetics *3 (Second Term, 3-0)
 An introduction to the psychological analysis of response to art. Consideration is both theoretical and empirical. Illustrative materials are drawn from several arts, including painting, sculpture and literature. The contribution of aesthetic behavior to personality development is considered.
 Prerequisite: Psychology 260/261 (or equivalent).

The Committee asked that 261 and 491 be cleared with the Department of Sociology and that 495 should be cleared with the Department of Philosophy.

SOCIOLOGYA. New Course:

- 481 Canadian Social Area Studies *3 (either term, 3-0)
 To be taught from time to time with different selected emphases on one or another of Canada's social areas (e.g. Quebec Society, Maritime Society, Prairie, Society, Social Change in Northern Canada, etc.).
 Prerequisite: Sociology 361

The Committee asked that this course be cleared with the Department of Anthropology.

FACULTY REGULATIONSD. Editorial Changes:

Section 43.1.1/THE DEGREE OF B.A. WITH HONORS

Recommendations approved by the Faculty of Arts Honors Committee at its meeting of March 22, 1974:

A. That the first sentence be revised to read:

"Programs leading to the degree of Bachelor of Arts with Honors require a minimum of twenty full session courses or their equivalent. Normally, this program will be completed in four consecutive years of study during Winter Sessions."

B. That in the second para. under "Admissions" the final sentence be deleted; also that the third para. be revised to read:

"Some departments will consider applications for transfer to Honors submitted by students who have completed the second or even the third year of another program."

C. That at the end of item (2) under "Selection of Courses" the following be added:

"See 42.2 item (3)"

FACULTY REGULATIONS, Editorial Changes, continued

D. That under "Selection of Courses" the following be inserted:

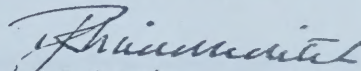
"A Combined Honors program involving two subjects of concentration may be considered through consultation with the departments concerned."

E. That the first two sentences of item (3) be deleted.

F. That the final sentence of item (3) be revised as follows:

"Over the four years the student will be required to take not fewer than eight courses in the subject of concentration as defined by the department; for Combined Honors programs, the minimum number of courses in each discipline will be decided through consultation with the departments concerned."

The Committee expressed concern about the maximum number of courses in a concentration, required in a combined program. It was felt that there should be some clearly outlined appeal procedure for Honors students so that an individual who might have good cause to seek ^{any} arrangement, other than that specified in the Calendar, may receive an independent hearing. The Calendar Committee noted that the Honors Committee intends to make a proposal to Council concerning combined programs and decided to leave the proposed revision of Section 43.1.1 in Part II of this report, so that Council can consider the proposed change in total.



T.L. Powrie

for Chairman Calendar Committee.

To: Dean of Arts

March 19, 1974

From: John Orrell

Dear Dr. Baldwin,

The B.A. after a previous degree

At present the Faculty of Arts offers special programmes for students wishing to take a B.A. (General) after they have already taken another degree. The history of these special programmes goes back at least to 1946, when the B.A. after a B.Ed. was introduced. Subsequently other programmes have been added, each with its special provisions, until we have reached the mess of regulations now contained in paragraph 43.23 of the Calendar.

Faced with applications for even more such programmes, the Curriculum Committee has discussed what seem to be the principles underlying the present ones, and has drawn up a set of recommendations for bringing them all together under a common and - it is to be hoped - just set of rules. At present certain apparent inequities exist between, for example, the B.Com. student who may have as many as 9 1/2 Arts and Science courses from his first degree yet will be required to take 10 Arts courses for the B.A., and the B.P.E. student who comes to us with 7 1/2 Arts and Science courses, and is required to take only 9 more for his B.A. It is hard to find justification for such anomalies as these, and the Committee's recommendations will remove them.

In its discussions the Committee was concerned with four principles:

1. Work from the first degree that is relevant to the B.A. should be given some credit.
2. No matter how extensive the relevant work in the first degree, it should not make up more than a proportion of the subsequent B.A., since it has already been recognized elsewhere.
3. Other things being equal, the longer the first degree programme, the less work should be required for the B.A.
4. The amount of work required for the B.A. should be assessed in the light of relevant work already done for the first degree.

Dr. R.G. Baldwin

March 19, 1974

None of these principles is new; each is merely a statement of assumptions already silently included in our present regulations. The Committee has tried, not to bring forward any new principles, but to express the old ones consistently.

On one point, however, the Committee does propose a new departure: in 1, i and 2, i it recommends that the primary subject of concentration of the B.A. must not be the same as the primary subject of concentration in the first degree. This is, of course, to insist that the "B.A. after" require a genuine broadening of the student's education; the same concern lies behind the note 3, iii requiring that a student with a B.Sc. take his B.A. courses in the Faculty of Arts.

Yours sincerely,

John Orrell
Chairman, Curriculum Committee

Curriculum Committee Recommendations on "B.A. after" Programmes.

1. Requirements for a B.A. after a three-year Bachelor's degree (other than a Bachelor of Arts).

Holders of a recognized three-year Bachelor's degree, other than a Bachelor of Arts, whose programmes for the first degree included at least 6 Arts and Science courses, may qualify for the B.A. General degree by completing 9 Arts and Science courses as prescribed by the Faculty of Arts. Those with fewer than 6 Arts and Science courses will be required to take additional courses.

Students in this programme must meet, in their 6 transfer courses and their 9 additional courses, the requirements for the B.A. General degree as stated in Section 43.1.2 of the Arts and Science Calendar. These requirements include:

- i A primary subject of concentration in an Arts subject. This must not be the same subject as the primary subject of concentration in the first degree.
- ii A second subject of concentration. This may be either an Arts or a Science subject.
- iii Two Science courses, one of which must be an approved Junior Lab. Science.
- iv English 200 or its equivalent.
- v A maximum of 7 Junior courses in the total programme (in the 6 transfer courses and the 9 courses taken in the Faculties of Arts and Science). However, the Dean may approve up to two and, in rare cases, three extra Junior courses if, in his judgment, these are deemed essential in establishing the new programme.

2. Requirements for the B.A. after a four-year Bachelor's degree (other than the Bachelor of Arts).

Holders of a recognized four-year Bachelor's degree, other than a Bachelor of Arts, whose programmes for the first degree included at least 8 Arts and Science courses, may qualify for the B.A. General degree by completing 7 Arts and Science courses as prescribed by the Faculty of Arts. Those with fewer than 8 Arts and Science courses will be required to take additional courses.

Students in this programme must meet, in their 8 transfer courses and their 7 additional courses, the requirements for the B.A. General degree as stated in Section 43.1.2 of the Arts and Science Calendar. These requirements include:

- i A primary subject of concentration in an Arts subject. This must not be the same subject as the primary subject of concentration in the first degree.

- ii A second subject of concentration. This may be either an Arts or a Science subject.
 - iii Two Science courses, one of which must be an approved Junior Lab. Science.
 - iv English 200 or its equivalent.
 - v A maximum of 7 Junior courses in the total programme (in the 8 transfer courses and the 7 courses taken in the Faculties of Arts and Science). However, the Dean may approve up to two and, in rare cases, three extra Junior courses if, in his judgment, these are deemed essential in establishing the new programme.
3. Notes applicable to both programmes.
- i These regulations apply only to the holder of a Bachelor's degree, or its equivalent.
 - ii The extra-Faculty options open to students in the regular B.A. programmes are not available in the "B.A. after" programmes.
 - iii A student taking a B.A. after a B.Sc. degree will not normally be permitted to take further courses in the Faculty of Science.
 - iv Students seeking a third Bachelor's degree will be required to complete the full 15-course requirement for the B.A. General degree.

Members of the Committee

F.D. Blackley
W.A. Blanchard
G. Dacks
C.G. Hickey
E. Marxheimer
J. Orrell
G. Peacock
G.B. Peacock

ARTS FACULTY (full) COUNCIL

Minutes of a Special Meeting

May 22, 1974, 2:00 - 4:30 p.m.

To Discuss

Proposed Admission and Transferability of Credit Policies

PRESENT: R. G. Baldwin (Chairman), D. R. Badir, D. E. Bessai, J. W. Bilsland, W. A. Blanchard, F. D. Blackley, H. Brauss, R. J. Buck, F. F. Bueckert, R. L. Busch, A. D. Cairns, R. A. Davey, F. C. Engelmann, L. C. Green, D. J. Hall, H. A. Hargreaves, R. P. Heron, D. Jackel, D. K. Johnson, W. Kaehler, J. MacIntyre, J. K. Masson, E. C. May, R. J. Middleditch, C. H. Moore, R. G. Motut, S. R. Munro, J. O. Orrell, N. J. Parker-Jervis, S. Rose, M. Sasonkin, R. Silvester, A. Scott, R. C. Smith, R. A. Stangeland, V. A. Stobee, P. F. Zelhart.

Introduction

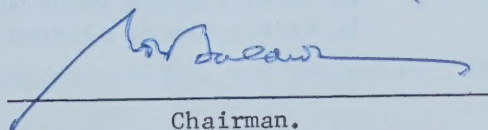
Members had before them a series of proposals (copy attached to the official Minutes) to be put before G.F.C. on May 27 over the signature of the President (the President having agreed to the proposals as head of the University, but not on behalf of the University, in a meeting of the heads of the twenty-two post-secondary institutions). Council was informed that, as of one week ago, the institutions other than the universities had approved the document-- or the document in some amended form. The latest information was that the University of Calgary had now given its approval. Council was also reminded that the President is of the opinion that the way in which the University deals with the document is of primary importance because these are proposals arrived at by the institutions outside the framework of the Department of Advanced Education.

Discussion

In the course of arriving at the recommendations which are listed in the attached Appendix, members of Council voiced a number of concerns having to do with the maintenance of standards, the academic content of the transferring students' programs, the quality of the sending institutions, etc. Similar concerns were voiced when Council debated the document known as the "Allen/Kreisel proposals" (proposed admission and advance credit regulations); these are set forth in considerable detail in the Minutes of the Arts Executive Council meeting of March 4, 1974 [ref. item 7, including the appended reports of the Curriculum Committee and the Admissions and Matriculation Requirements Committee].

Recommendations

Council's recommendations are contained in a memo dated May 23, 1974 from Dean Baldwin to G.F.C. (copy attached).



Chairman.

TO: Mrs. M. M. Midgley, Secretary
General Faculties Council

May 23, 1974

FROM: Dean of Arts

Re: Proposed Admission and Transferability of Credit Policies

The Faculty of Arts approves in principle the Admission and Transferability proposals referred to it for consideration. It has, however, a number of amendments to propose to GFC at its meeting on May 27. In the opinion of the Faculty these are not at variance with the spirit of the Transferability document, but in most cases are designed to clarify our understanding of the commitments being made. In view of the very great importance of these proposals, we intend to urge GFC to take pains with details, on the lines of the following amendments:

1.) I. Introduction (pp. 1-2)

Presumably the present "Introduction" will be recast after GFC has made decisions about the proposals coming before it. If the proposals are adopted, we ask that -- either as part of a new introduction or as preamble to the section on Admission Policies -- the following statement be included as fundamental to the University's position:

"In supporting the following proposals, the University of Alberta assumes that the traditional role of the high school in preparing students for university entrance will be respected, and that arrangements with other Alberta institutions of post-secondary education are not intended to provide either a shorter or less demanding route into the universities than that available through the high schools."

2.) II. Admission Policies .2 (p.2)

Although matriculation requirements as such may be waived by act of Council, they will not necessarily be "satisfied." [Arts, for example, is likely to make a language other than English part of its own program for students who do not satisfy the requirement before entering the Faculty.] We ask for a change in the wording of the first paragraph:

"For every person who has successfully completed one full year or more at a public or private community college, an institute of technology, or a regional agricultural and vocational college, [will be deemed to have satisfied] the matriculation requirements of a faculty or school of the University of Alberta will be waived providing...."

3.) II. Admission Policies .2 (p.3)

Since there are in some cases selection procedures involved in admission to particular programs within Arts (e.g. the BFA) although not to the Faculty itself, the statement at the top of p.3 should be modified:

"If these conditions are satisfied, the person involved will receive automatic admission to the appropriate [faculty or school] program if [that faculty or school] it has no admission requirements other than matriculation requirements. If selection procedures are involved in the admission to a [faculty or school] program of the University of Alberta, then this person will be treated on the same basis as all other people seeking admission to that [faculty or school] program."

4.) III. The Credit Arbitration Committee .1 (p.3)

We understand that the Minister has agreed to select chairmen for the proposed committee from outside the system. Since ministers come and go, we believe that this agreement should be specified:

"1. A chairman, appointed by the Minister of Advanced Education from outside the Department and the system of post-secondary education."

5.) III. The Credit Arbitration Committee .2, .3, .4 (p.4)

The word "involved" is used in different ways in this section of the document. To avoid ambiguity, we recommend the following editorial changes:

"2. Four members of the academic staff, one appointed from and by each of the four public universities [each of whom is appointed by the particular university involved];

3. Two members of the academic staff of the public community and regional colleges, with both members elected by [the] this group of colleges [involved];

4. Two members of the academic staff of the institutes of technology and the vocational centres, both of whom are elected by [the] this group of institutes and centres [involved]."

6.) III. The Credit Arbitration Committee .5 (p.4)

The Faculty finds totally unconvincing the rationale for substituting on the Committee an outsider whenever an institutional representative is party to a dispute. It therefore urges GFC to strike all but the first sentence of III .5 (leaving: "For each of the members listed above, an alternate member must be appointed.")

7.) IV. Transferability .1 (p.5)

This paragraph deals with advance credit, not admission. The

Faculty asks for an editorial change to make the point unambiguously:

"1. Students who have attended a publicly supported post-secondary educational institution and wish to [enter] transfer to the University of Alberta will be subject to the same regulations regarding transfer of credits as students who have attended the University of Alberta and wish to transfer from one faculty or school to another."

8.) IV. Transferability .3 (p.5)

Since IV.1 is presumably overriding in this section, there may be no need to spell out the practices in Arts and Science in order to protect them. On the other hand, without some indication of how students transferring internally are treated, there may be a very real danger of misleading those outside the University into thinking that radical changes are involved in these proposals. The Faculties will continue to decide whether courses given advance credit satisfy particular prerequisite and program needs. Where they can, they will credit course equivalents; but the only guarantee made here is that some sort of credit will be given five courses where the same sort of credit is given our own students on transfer. This ought to be said:

"3. ... the University of Alberta will accept for credit as unassigned options [toward] in the pass or special degrees in Arts or Science, the courses specified by any of these institutions, up to a maximum of five full-year courses or ten half-year courses, provided that these be, in the case of first-year Arts, in Arts or Science subjects. The Faculties will where possible assign University equivalents to courses granted advance credit."

9.) IV. Transferability .3 (p.6)

Since the University and only the University designs its programs, no one is in a position to say how many cases there will be of students in "highly structured special degree programs" having to take longer than normal to meet the specified requirements. We ask that in the second paragraph on p.6 "one or two" be struck from the statement, as meaningless.

10.) IV. Transferability .4 and .5 (p.6)

Any program not covered in IV.3 is, in Arts and Science, as much a "special requirements" program as any other in the University (e.g. Honors, BFA etc.). If the University is willing to negotiate transfer of credit here, then it ought to be willing to do so in the case of every special requirements program offered; and such programs in Arts and Science ought to be protected in precisely the same fashion as they are in other Faculties. We therefore propose that IV.4 and IV.5 be combined as follows:

"4. The University of Alberta is willing to negotiate with any of the post-secondary institutions mentioned in (3)

with respect to the transfer of credit for the courses of the first year on any program of studies not covered by (3), the decision of the University of Alberta to be final."

11.) IV. Transferability .6 (p.7)

Renumber as .5 in light of recommendation (10) above.

Additional Recommendations:

- a) The document is not clear on whether the Department can approve university transfer programs not already in existence (see IV.3), or whether, without such approval, institutions necessarily fall under IV.6, or how representations can be made to have such approval withdrawn. The Faculty recommends as follows:

THAT the University record as one of its objectives in its relations with other post-secondary institutions the establishing of a means of accrediting Alberta colleges and institutes; that it seek to bring into being an independent accrediting body with established guidelines; and that it maintain that accreditation should be subject to continuing review.
- b) In the case of IV.2, the Faculty asks that it be recorded that in honoring existing transfer agreements, the University will insist on its right to keep in force all conditions pertaining thereto.
- c) The Faculty recommends that the University's representation on the Credit Arbitration Committee be from either Arts or Science and selected by these two Faculties as the bodies most concerned.
- d) With regard to IV.6, the Faculty believes that, contrary to what was said in GFC Executive discussion, there ought not to be delegation of authority to Faculties to enter into private agreements with other institutions; that there ought in fact to be a representative and funded University committee charged with establishing University positions and that it ought to have attached to it, as resource people, the admissions officers of the participating Faculties (see Colleges Committee).

The Faculty asks that you make these proposed amendments and recommendations available to GFC at its May meeting.

PROPOSED ADMISSION AND TRANSFERABILITY OF CREDIT POLICIES
THE UNIVERSITY OF ALBERTA

I. Introduction

Normally a student gains admission as a student at the University of Alberta by completing the matriculation requirements of a particular faculty or school. At the moment, the Department of Education is the only agency that certifies the successful completion of these matriculation requirements. However, a small number of students, about 300, seek admission to the University of Alberta after attending a public or private community college, an institute of technology, or a regional agricultural and vocational college. Although the problem of admitting such students to the University of Alberta has been solved, no procedure, acceptable to all of the institutions involved, has been devised to establish the advanced credit, if any, such a student will have after admission to the University of Alberta.

A series of meetings has been held by representatives of some, but not all, of the post-secondary educational institutions of Alberta. From the discussions that took place at these meetings, it became clear that the present policies of the University of Alberta have generated a great deal of antagonism that is directed toward the University of Alberta, and no agreement would be reached unless some acceptable procedure to resolve conflicts between institutions was established. The representatives mentioned above have now reached

agreement on all matters, and the details of the agreement are being presented to each of the institutions involved for discussion and decision.

II. Admission Policies of The University of Alberta

1. Every person will gain admission to a faculty or school of The University of Alberta by satisfying the admission and selection requirements established by General Faculties Council and the faculty or school concerned. Normally, selection requirements are used if the faculty or school has established a quota for the admission of students to that faculty or school.

2. Every person who has successfully completed one year or more at a public or private community college, an institute of technology, or a regional agricultural and vocational college, will be deemed to have satisfied the matriculation requirements of a faculty or school of the University of Alberta, providing:

- (a) the institutions mentioned above are funded on an annual basis by the Department of Advanced Education of the Government of Alberta;
- (b) the University of Alberta receives a letter from the institution attended by the person recommending admission to the particular faculty or school of the University of Alberta.

If these conditions are satisfied, the person involved will receive automatic admission to the appropriate faculty or school if that faculty or school has no admission requirements other than matriculation requirements. If selection procedures are involved in the admission to a faculty or school of the University of Alberta, then this person will be treated on the same basis as all other people seeking admission to that faculty or school.

III. The Credit Arbitration Committee

It is recommended that a Committee, called the Credit Arbitration Committee, be established for the sole purpose of deciding on issues of dispute that may arise between or among the post-secondary educational institutions of Alberta about the advanced standing students should receive when a transfer from one institution to another is involved. When the University of Alberta is involved, the other post-secondary institutions will be:

- (a) the other public universities;
- (b) the public community colleges;
- (c) the public institutes of technology;
- (d) the public agricultural and vocational colleges.

The composition of the Committee is as follows:

1. A chairman, appointed by the Minister of Advanced Education.

2. Four members of the academic staff, one from each of the four public universities, each of whom is appointed by the particular university involved;
3. Two members of the academic staff of the public community and regional colleges, with both members elected by the group of colleges involved;
4. Two members of the academic staff of the institutes of technology and the vocational centres, both of whom are elected by the group of institutes and centres involved;
5. For each of the members listed above, an alternate member must be appointed. An alternate for a member appointed by one institution must not be connected with that institution. An alternate elected by a group of institutions must not be connected with any of the member institutions of the group. An alternate member from institution A will act in place of the regular member in disputes involving institute A.
6. The membership term has not yet been decided.

The Credit Arbitration Committee will deal with disputes between or among institutions. It will not hear or investigate disputes between students and institutions. After an institution has

informed the Committee in writing of a dispute, the Committee must, within one month, inform the institutions of its decision, and this decision is binding on both parties. After this decision has been made, neither party may raise the matter at issue before any agency for a period of one year.

IV. Transferability Policy of The University of Alberta

1. Students who have attended a publicly supported post-secondary educational institution and wish to enter the University of Alberta will be subject to the same regulations as students who have attended the University of Alberta and wish to transfer from one faculty or school to another.

2. If an institution so desires, the University of Alberta will honor all transfer of credit agreements that are in existence on May 1, 1974.

3. There are a small number of post-secondary institutions in Alberta that have university transfer programs that have been approved by the Department of Advanced Education. For these, and only these institutions, the University of Alberta will accept for credit toward the pass or special degrees in Arts or Science, the courses specified by any of these institutions, up to a maximum of five full-year courses or ten half-year courses.

For such students, the University of Alberta will ensure that there will be at least one program of studies in each of the faculties of Arts and Science that these students can complete for degrees in the normal time. It does not mean that such students will be able to complete every program of studies offered by these two faculties in the normal time.

Generally speaking, a student, who is given credit for the equivalent of five full-year courses, will be able to complete the pass or special degree programs in Arts and Science in the normal time. There might however be one or two exceptions for highly structured special degree programs.

4. The University of Alberta is willing to negotiate with any of the post-secondary institutions mentioned in (3) with respect to the transfer of credit for the courses of the first year on any program of studies leading to a degree in the faculties of Arts or Science that is not covered by (3). If, after three months of negotiation, no agreement has been reached, the matter may be referred to the Credit Arbitration Committee whose decision is binding.

5. For transfer of credit toward the degrees of any faculty or school, other than the faculties of Arts and Science, the decision of the University of Alberta is final.

6. The University of Alberta will negotiate with any of the post-secondary educational institutions not mentioned in (3) for the transfer of credit. In these instances, the decision of the University of Alberta is final.

May 1st, 1974

ARTS FACULTY (full) COUNCIL

Minutes of Meeting of August 19, 1974

2:00 - 5:00 p.m.

PRESENT: R.G. Baldwin (Chairman), R.F. Anderson, M. Bareau, M. Barker, F.D. Blackley, W.A. Blanchard, R.J. Buck, R.L. Busch, J.D.W. Crowther, J.J. Delehanty, F.A. de Luna, W. Eastman, F.C. Engelmann, E. Egert, A.D. Fisher, J.F. Forrest, E.J.H. Greene, R.R. Hett, C.W. Hobart, H.W. Hodysh, D.C. Johnson, P.L. Knight, D.J. Langdon, J.F. Lauber, L.N. McKill, F.J. McMahon, W. Meilen, R.J. Middleditch, C.H. Moore, R.G. Motut, S.R. Munro, G.B. Peacock, T.L. Powrie, T.M.S. Priestly, M. Prokop, D. Reeves, P.A. Robberecht, G. Schaarschmidt, A. Scott, O.F.G. Sitwell, R.C. Smith, S. Stambaugh, R.A. Stangeland, A. Strombergs, F. Ustina, N. Wickenden.

At the start of the meeting Dean Baldwin extended a special welcome to external and student members. Council was then reminded that nominations are in order for student membership on Arts Faculty committees: any member of Council wishing to put forward the name of a student considered suitable for election to a Faculty standing committee should contact the Faculty Secretary, who will relay the information to the student nominating body.

1. Arts Executive Council: Approval of Departmental Slates
Council had before it a [partial] list of members and alternate members proposed by departments according to standard procedures to sit on the Executive Council of the Faculty:

<u>DEPARTMENT</u>	<u>MEMBER(S)</u>	<u>ALTERNATE(S)</u>
Art & Design	P. Bartl G. Peacock	M. J. Travers
Comparative Literature	U. Margolin	P.A. Robberecht
Drama	M. Faulkes M. Schoenberg	J. Dix-Hart
Economics	M. F. Bauer J. J. Delehanty	K. H. Norrie R.A. Pendergast
English	A. T. Elder L. T. Fitz P. Gallivan D. A. Jackel	C. Q. Drummond J. F. Forrest J. G. Marino S. Rees
Germanic Languages	M. Prokop	H. Pausch
Political Science	J. A. Lejnieks J. K. Masson	S. M. M. Qureshi
Psychology	D. Kuiken	E. Lechelt
Religious Studies	P. J. Cahill	M. Waida
Romance Languages	M. Bareau E. J. H. Greene	M. H. Sabatini

August 19, 1974

2.

1. Arts Executive Council: Approval of Departmental Slates (Cont.)

<u>DEPARTMENT</u>	<u>MEMBER(S)</u>	<u>ALTERNATE(S)</u>
Slavic Languages	R. L. Busch	P. A. Rolland
Sociology	B. R. Abu-Laban T. Hartnagel	G. K. Hirabayashi

It was moved by Professor Motut, seconded by Professor Buck,
THAT the foregoing list be approved.

Motion carried.

2. Executive Committee Report: May-July 1974

[The Report having been distributed to Council in advance of the meeting, a copy is attached to the official Minutes only.]

Special attention was drawn to two items in the Report: item 2.1 (the appointment of Professor Dacks as Chairman of the Curriculum Committee), and item 5 (the Executive's recommendation that the Religious Studies Committee be retired).

Item 2.4 was then removed for separate consideration, the list of nominees put forward by the Executive for election to the Faculty Salaries and Promotions Committee being updated as follows:

- a) One name was struck from the list: Professor T. Rolston, who declined to serve.
- b) It was noted that four nominees have agreed to stand for election: Professors Jones, Pendergast, Wiebe and Creore (the designation "alternate" was removed from Prof. Creore's name).
- c) The remaining nominees (Profs. Sybesma-Ironside & McKown) will be contacted on their return to campus.

There being no additional nominations from the floor of Council, it was moved by Professor Hobart, seconded by Professor Engelmann, THAT nominations cease.

Motion carried.

[Election to be determined by Faculty-wide ballot].

Arising out of item 2.2, Dean Baldwin asked for Council's approval to use incoming members of the Executive Committee prior to the date they would normally take office (September 1, 1974) in order to ensure a quorum. It was moved by Professor Buck, seconded by Professor Forrest, THAT the Executive be so empowered.

Motion carried.

It was then moved by Professor Hett, seconded by Professor Stangeland, THAT the Executive Committee Report: May-July 1974 be approved by Council.

Prior to the vote a change was made in the wording of item 7 of the Report (by general consent, on the recommendation of Professor Stangeland): ". . . chief among which is a proposal that the recommendations of the B.F.A. and B. Mus. departments be subject to Faculty screening and approval. . . ."

Motion carried.

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3. Report of the Course and Calendar Change Committee

Members had before them the following documents, copies of which are attached to the official Minutes: i) Calendar Committee Report dated July/74; ii) Supplementary Report dated August 19 (Calendar changes, Dept. of Geography); iii) Memo dated July 10 from Dean F.J. McMahon of Collège Universitaire St. Jean.

The document dated July 1974 was amended as follows:

p. 1 Anthropology

331 Multilingualism in Canada

470 Anthropology of Development

These courses were withdrawn, to permit further discussion between the Departments of Anthropology and Sociology.

p. 1 Anthropology

431 Multilingualism

Consideration of the recommendation for deletion of this course was deferred, pending the outcome of the discussions relating to Anthropology 331 & 470.

p. 8 Economics

600 Topics in Economic Analysis

It was noted that this course was approved by the Executive Committee at its meeting of July 18, 1974.

p.11 Political Science

600 Change of course detail

This entry was deleted.

It was moved by Professor Powrie, seconded by Professor Hobart,

THAT the Report of the Course & Calendar Change Committee, as supplemented and amended, be adopted by Council.

Speaking to the Report, Professor Powrie drew attention to his covering memo of August 6 and noted for Council's information that the Calendar Committee's questions about certain Classics and French courses had been satisfactorily resolved by the departments concerned.

Motion carried.

4. "Credit by Challenge" Proposal [GFC referral]

The proposal was debated in light of a series of recommendations prepared by the Curriculum Committee (copy attached to the official Minutes), it being noted for the record that while all members of the Curriculum Committee had endorsed the general principle, they had done so with varying degrees of enthusiasm. The views expressed in Council for the most part reflected the earlier discussion in the Curriculum Committee:

Council tended to support the general principle; many members were, however, concerned about practical problems in implementation and believed that these could only be resolved within individual Faculties. On this basis, it was moved by Professor Lauber, seconded by Professor Schaarschmidt,

THAT this Council reply to GFC's inquiry that it will support in principle "credit by challenge," provided that its implementation be in every respect under the jurisdiction

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4.

4. "Credit by Challenge" Proposal (Cont.)

of the individual Faculties [excepting fee levying, which is a University responsibility].

Issue was then taken with the term "credit by challenge," on the grounds that it was aggressive in nature and implied confrontation. A further argument was that the term was misleading: the credit is not obtained by dint of challenge; the crux of the credit granting process is a special assessment. An amendment was accordingly moved by Professor Forrest, seconded by Professor Greene,

THAT the terminology of the main motion be altered so that "credit by challenge" will read "credit by special assessment."

Amendment carried;
Motion, as amended,
carried.

Arising from Dean Baldwin's query whether--assuming the necessary enabling legislation is passed by GFC--it would be in order for the Executive to establish a working committee to draw up procedures for implementation of credit by special assessment, it was moved by Professor Smith, seconded by Professor Lauber, THAT the Executive be empowered to establish a working committee to draw up a proposal for Council's consideration.

Motion carried.

5. Guidelines for Instructors re: Term Work [GFC referral, May 13/74]
In introducing this agenda item, Dean Baldwin cautioned members of Council not to be misled by the word "Guidelines." The Dean pointed out that if a set of guidelines is ultimately approved and widely publicized, they will in effect have the force of regulations, at least insofar as an appeal body is concerned; they will be viewed as the standard against which fair practice is measured.

It was then moved by Professor Hobart, seconded by Professor Meilen,

THAT the Faculty of Arts record for GFC its support for the guidelines as specified.

In the general discussion which followed, debate centred primarily on two issues:

- i) Student Protection [Sample comment: "Students should have a clear indication of how they are going to be graded, how much importance is attached to individual assignments, and should be given sufficient lead time so that they may budget their time in the context of conflicting assignments."];
- ii) Teaching Flexibility [Sample comment: "The wording of the proposed guidelines should be carefully checked so that they do not work in the direction of making our teaching more rigid, more quantitative, and less adapted to the needs of a particular subject or a particular course."]

Acting on a request on the part of Council, the chair ruled that the question be divided and that the proposed guidelines be put to Council as separate items.

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5.

GFC Guideline "a"

"The instructor is required by GFC to announce at the beginning of the session the distribution of weight between term work and final examination. [GFC March 1972] In particular he should inform students during the first week of classes of the existence of any assignment or exam to which 20% or more of the final grade will be allotted."

Discussion

By general consent it was resolved THAT the words "final term mark" be substituted for "final grade." The supporting argument was that the revised wording clarifies that the guideline is addressed to term work; and makes a distinction between raw scores and grades. An amendment was proposed and defeated: THAT the words "basis upon which any component" be substituted for the words "existence of any assignment or exam". Objection was taken to over-definition that might conceivably be taken as limiting the sorts of things an instructor is at liberty to assess.

AFC Recommendation

Arts Faculty Council accepts Guideline "a", provided that the words "final term mark" are substituted for "final grade." [Note: In making his submission, the Dean will bring to GFC's attention Arts' assumption that the fact that the guideline is addressed to assignments and examinations does not of itself preclude the possibility of there being other components within the term mark, say, for example, the allocation of a percentage weight to class participation.]

GFC Guideline "b"

"The instructor should inform students, at the time each assignment or exam is given, of the weight attached to that assignment or exam."

Discussion

This guideline was opposed on the ground that it placed undue emphasis on detailed mathematical weights and that, at least in its present form, it appeared to vitiate the principle established by GFC several years ago of separating marks from grades. A motion to delete item "b" was withdrawn so that proposals for revision might be entertained. Two amendments were defeated: (i) that the word "major" be inserted in front of assignment and, (ii) in essence, that there be no specification of time. The following amendments were accepted:

#1 [general consent]

THAT the word "by" be substituted for the word "at."

#2 [moved by Prof. de Luna, seconded by Prof. Stambaugh]

THAT the word "approximate" be inserted before "weight."

#3 [moved by Prof. Blanchard, seconded by Prof. Hobart]

THAT the words "and importance" be inserted after "approximate weight."

AFC Recommendation

Arts Council recommends that GFC Guideline "b" be revised to read:

The instructor should inform students, by the time each assignment or exam is given, of the approximate weight and importance attached to that assignment or exam.

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6.

AFC Recommendation (Cont.)

A supporting argument was that the revised guideline would guarantee discussion of the assignment and students would thereby have a clearer picture of what is expected of them.

GFC Guideline "c"

"The instructor should give students at least three weeks to complete an assignment for which the weight is from 10% to 25% of the final grade and five weeks where the weight is 25% or more of the final grade."

Discussion

It was moved by Professor Forrest, seconded by Professor Schaarschmidt,

THAT GFC Guideline "c" be amended to read, simply: "The instructor should give students a reasonable time to complete an assignment."

One member felt that the GFC guideline should be retained because, in his view, it afforded more protection to the student. In rebuttal, it was pointed out that the amendment did not preclude discussion between students and instructors about the length of time to be allotted for completion of an assignment, and that it had the added virtue of flexibility (e.g. in the case of the language departments, where an allocation of three weeks for an assignment weighted at 10% may be far too long if the progress of the course is tied to the completion of a given piece of work). [Amendment carried]

AFC Recommendation

Arts Council recommends that GFC Guideline "c" be amended, as noted above.

GFC Guideline "d"

"The instructor should mark and return to students within three weeks of the due date all course projects, papers, essays, exams etc., providing students submitted them by the due date."

Discussion

It was moved by Professor Forrest, seconded by Professor Meilen,

THAT GFC Guideline "d" be amended to read: "The instructor should mark and return to students within a reasonable time all course projects, papers, essays, exams etc."

AFC Recommendation

Arts Council recommends that GFC Guideline "d" be amended, as noted above. [Amendment carried]

GFC Guideline "e"

"The instructor should so organize the term work that all projects, papers, essays, exams etc. are marked and returned to the student not later than the last day of classes. A final major project due on the last day of classes should be returned by the final examination date."

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7.

GFC Guideline "e" (Cont.)Discussion

An amendment to delete the last sentence of the guideline was not proceeded with, on the ground that it did not deal with the issue raised by the student who proposed the original guidelines to GFC (his concern being that students should know their marks before they left campus). A substitution--moved by Professor Busch, seconded by Professor Lauber--was accepted:

THAT GFC Guideline "e" be replaced by the original submission to GFC, modified slightly as follows:

"All projects, papers, essays, etc. should be returned on or by the last day of classes in the course with the exception of a final major project or paper (which may be due on the last day of classes) which should be returned by the date of the scheduled final examination.

Arising out of a question about the procedure to be followed in courses where there is no final written examination, an addendum was accepted by general consent as part of the foregoing motion:

". . . or, in non-examination courses, by the first day of examination week."

AFC Recommendation

Arts Council recommends that GFC Guideline "e" be replaced, as noted above (the amendment being based on student motion #2, GFC Exec. 13/5/74).

The question as a whole was then put to Council:

THAT Arts Faculty Council record for GFC its support for Guidelines a, b, c, d & e, as amended, replaced, and edited [it being understood that support is conditional upon the Faculty's assumption that what is at issue is essentially the publication of reasonable practices within the existing framework and that fundamental long-standing policies are not hereby challenged].

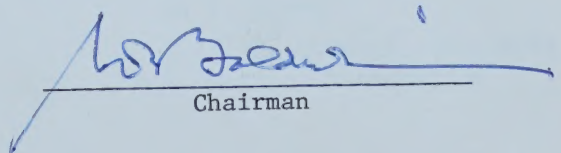
Motion carried.

6. Proposal re: Course Load and Scholarships [GFC referral, May 13/74]
 "For the purpose of Scholarships and Awards a full course load in the regular academic session shall be defined as FOUR or more full courses."

Council's discussion is recorded in a memo dated August 21, 1974 from Dean Baldwin to the Secretary of GFC (copy attached).

7. Adjournment

By general consent, the meeting was adjourned at 5:00 p.m.



 Chairman

EXECUTIVE COMMITTEE REPORT: MAY-JULY, 19741. Graduands [ref. item 3, AFC 14/5/74]

On the recommendation of the Committee on Academic Standing, and with authority delegated by Council, the Executive Committee approved the following additions to the list of graduands:

Recommended for the B.A. (General) Degree with Distinction

SWART, Robert

Recommended for the B.A. (General) Degree

PEEL, Wilma

WEBBER, David John

Recommended for the B.A. (Special) Degree

MAZGA, Joanna Lorraine

One name was struck from the list of graduands, the student having failed to complete all the required courses.

Subsequent to Spring Convocation, the notation "With Distinction" was deleted from the official transcript of Mr. Kaari Aasland, a records check having revealed that his GPA was 7.05 instead of 7.75.

2. Committee / Council Memberships2.1 Curriculum Committee

Professor G. Dacks (Political Science) was named by the Executive to serve as Chairman of the Curriculum Committee (replacing Professor J. O. Orrell, who is on leave).

2.2 Executive Committee [ref. item 2.2, AFC 14/5/74]

The following were elected by Faculty Ballot to serve three-year terms, commencing September 1, 1974:

J. D. W. Crowther	(English)
R. J. E. d'Alquen	(Germanic Languages)
G. Nettler	(Sociology)

2.3 External Membership on Council

Acting on authority delegated by Arts Faculty Council and in accord with representation approved by the Faculty, the Executive approved for external membership the following nominations which were submitted by the Faculties concerned:

BUSINESS ADMINISTRATION & COMMERCE	M. Vertigan
COLLEGE ST. JEAN	F. J. McMahon
EDUCATION	H. W. Hodysh (Assistant Dean)
	D. V. Parker
ENGINEERING	A. W. Peterson
HOUSEHOLD ECONOMICS	D. Badir
PHYSICAL EDUCATION	R. P. Heron
SCIENCE	O. F. G. Sitwell, Geography
	F. Ustina, Mathematics

EXECUTIVE REPORT

2.

Committee / Council Memberships (cont.)

The appointments were ratified by the Executive Committee of G.F.C. at its meeting of July 22.

2.4 Faculty Salary & Promotions Committee

Three members must be replaced, their terms of office having expired or been interrupted by leave: Professors B. Abu-Laban, F. F. Bueckert, and U. Trumpener. The following were nominated by the Executive, and, assuming they are willing to stand for election, the slate will be presented for Council's approval on August 19 [to be followed by a Faculty Ballot]:

J. Sybesma-Ironside, Art and Design

H. J. Jones, History

T. Rolston, Music

R. A. Pendergast, Economics

R. H. Wiebe, English

R. E. McKown, Political Science

Alternate: J. A. Creore, Romance Languages.

3. Course & Calendar Submissions: Department of Economics3.1 Economics 600 Topics in Economic Analysis *3 (either term, 3-0)

Subject to ratification by GFC, the Department of Economics was authorized to offer Economics 600 in the coming 1974-75 session (this new course having been designed to accommodate students in the non-thesis M.A.). Through an oversight, the course was not considered by Council although submitted by the Department in the Spring.

3.2 Economics 361 Transportation Economics *3 (either term, 3-0)

This course, which was approved by Arts Faculty Council on May 14 for offering in 1975-76, was subsequently approved by the Executive for 1974-75. [Approval by telephone poll of Exec.]

4. Student Petitions / Appeals4.1 Petition (Name Withheld)

A student who is suffering from multiple sclerosis, entered the B.A. (General) program in 1955 under the old patterns system, which required fifteen courses with six second-class standings (grades of 65% or better). The student attended the U. of A. intermittently between 1955 and 1965 and at the end of that period had successfully completed nineteen courses, but was still lacking two "seconds." The Vocational Rehabilitation Branch of the Department of Advanced Education recently approved financial support to enable him to pursue his degree, which, under the terms of a 1965 ruling of the Committee on Academic Standing, must be completed under the old patterns system. He would thereby have to take a complete load of five full courses in a single academic year and attain passing grades in all of them, with grades of at least 6 in two of those five courses. On the ground that such a load would be excessively demanding in this particular case, the Student Program Office petitioned that he be permitted to try for the two "seconds" by taking just two senior level courses (rather than a full-year five-course load). In reviewing the petition, the Executive took note of the student's illness and financial situation, plus the fact that he has already completed nineteen

EXECUTIVE REPORT

3.

Student Petitions (cont.)

courses and has satisfied the primary and secondary areas of concentration. Under the circumstances, the Executive was prepared to give favorable consideration to a waiver of the remaining degree requirements, and resolved

THAT should the student apply for the B.A. (General) degree at this time, his name be added to the list of graduands forthwith.

4.2 Petition for permission to take 3 courses in the final year of the B.A. (General) program as a Visiting Student at Grande Prairie Regional College: Beryl Caldwell

Mrs. Caldwell, a resident of Grande Prairie, was admitted to Grande Prairie Regional College in 1966 as a non-matriculated adult student. In 1972 she transferred to the University of Alberta Faculty of Education, and in 1973 to the Faculty of Arts. Having accumulated credit in 11 full courses (7 courses taken as a student at Grande Prairie Regional College, 4 courses taken from the University of Alberta in the Evening Credit Program at Grande Prairie), Mrs. Caldwell petitioned for permission to complete three of her remaining four courses as a Visiting Student at Grande Prairie, on the understanding that the final course would be taken in either Spring or Summer Session at the U. of A. Mrs. Caldwell cited domestic grounds (the granting of the petition would mean that she would be separated from her family for a period of six weeks instead of eight months), her petition having the support of the Student Program Office. In light of her circumstances and good record, the Executive was prepared to make an exception in Mrs. Caldwell's case, despite her not satisfying the residence requirements of the last year.

Petition granted.*

* Arising from this petition the Executive is seeking the advice of the Curriculum Committee on the role of Evening Credit courses vis-à-vis residence.

4.3 Petition for permission to take the remaining 4½ courses in the B.A. (General) program as a Visiting Student at U.B.C.: Janine LaBranche

Miss LaBranche's original petition for permission to take 5½ courses elsewhere was denied, with the proviso that if she could arrange to do 1½ courses in Spring and/or Summer Session at the U. of A. the residual study elsewhere would be approved [ref. item 1.2 Exec. Rpt. 30/4/74]. Miss LaBranche, who was working in Yellowknife when the decision reached her, returned immediately to Edmonton and registered for one full Science course in the Spring Session. In light of that commitment she then petitioned for permission to complete a total of 4½ courses as a Visiting Student at U.B.C. In making the petition, Miss LaBranche reported a change in her domestic situation: "Our wedding has been moved up to the beginning of July. We are moving to B.C. immediately after as my husband must begin his job."

Petition granted.

Student Petitions (cont.)

- 4.4 Petition to be allowed degree credit in excess of the maximum of 7 junior courses permitted in the B.A. (General) program:
John C. Poon

Mr. Poon, who transferred from the Faculty of Business Administration and Commerce in 1971, now has 7 junior courses to his credit. On the ground that it would facilitate completion of his B.A. program by the end of July, Mr. Poon petitioned to be allowed degree credit for Business 201, taken while he was enrolled in BAC. It was the Executive's view that neither Mr. Poon's argument nor his academic record justified a waiver of the regulation governing junior courses.

Petition denied.

- 4.5 Petition for aegrotat standing: Clarence R. Noren

Mr. Noren, a student in the B.A. (General) program, was hospitalized during the month of April, and hence was unable to take his final examinations in the following courses: Anthropology 392, Economics 201/202, English 275, Sociology 323. He petitioned for aegrotat standing in those courses, the petition being endorsed by the course instructors and the Committee on Academic Standing.

Petition granted.

- 4.6 Petition for permission to complete the remaining 3½ courses in the B.A. (General) program as a Visiting Student at the University of Calgary: Mrs. Lorraine Soruk

Mrs. Soruk's petition was based on domestic/financial grounds: she wished to accompany her husband to Calgary, where he has been offered a position which would make use of his specialist training in geophysics.

Petition granted.

- 4.7 Student Appeals to be awarded the B.A. (General) degree "With Distinction"

4.7.1 Donald J. Procter

Section 16.4.3 of the University Calendar stipulates that a degree may be awarded with distinction ". . . if the candidate has obtained a grade-point average of 7.5 or higher over the last two years of his program. . . . A student who has taken part of his work at another university may be granted a degree 'With Distinction' at the discretion of the faculty concerned." The long-standing Faculty application of this regulation has been that work taken at another university will be considered for credit toward the two-year requirement, provided that the student has achieved a GPA of 7.5 in his final year in this Faculty (recognizing that there may be variations in marking standards, the Committee on Academic Standing has been reluctant to allow the work done at another institution to be the deciding factor). Mr. Procter having achieved a GPA of 7.2 in his final year on campus, the Executive was not disposed to uphold his appeal that, on

Student Petitions (Cont.)

the strength of his performance during the second year of his program (taken as a Visiting Student at the University of Calgary), the notation "With Distinction" be added to the parchment which he received at Spring Convocation.

Appeal denied.

4.7.2 Glyn James Westcott

Mr. Westcott was admitted to the B.A. (General) program in April 1973, with two years' standing for his work at Nottingham Regional College of Technology. Having failed to achieve a GPA of 7.5 over his last ten courses, the Executive was not moved by Mr. Westcott's appeal that, on the strength of his improved performance during his year in residence at the U. of A., he be awarded the B.A. (General) degree "With Distinction."

Appeal denied.

5. Religious Studies Committee

The committee was first established as a G.F.C. operation in 1963. Arts Executive Council established it in its present form on November 7, 1966, resolving on May 18, 1967 that a department was called for to replace the committee. All the conditions for a properly functioning department now having been met, the Executive resolved THAT the Religious Studies Committee be retired, subject to Council ratification.

6. Minutes of Arts Council Meetings

In accord with a practice approved by Council on October 30, 1972, the Executive considered and approved the Minutes of the following meetings: Arts Executive Council, March 4; Arts Faculty Council, May 14 and 22.

7. Student Appeals Against Requirement to Withdraw from BFA (Drama)

The Academic Appeals Committee of the Faculty on June 26 upheld the appeals of Erica L. Cooper (Kohlmeier), Connie I. Kaldor, and Marianne P.N. Ohama against a requirement to withdraw from the BFA (Drama) after completing the third year of the program; appeals by Janice Greene and Henry Michael Bolzon, second and first-year students, respectively, were denied. On July 18 it upheld the appeal of James W. Rea (third year) and denied the appeals of Wendy Jane Dawson and Juergen Beerwald, both second-year students.

In all cases, the appellants had GPA's better than the 5.5 minimal requirement but lacked the necessary Departmental recommendation to be allowed to continue (Section 43.25.1(2,3), Calendar), a requirement authorized by Council in 1969 ["Art and Drama, being creative disciplines, involve evaluations based upon a comprehensive understanding of a student's overall performance and potential which transcends grading as such"].

Appeals Against Requirement to Withdraw (Cont.)

Although the Committee was concerned over the number of third-year students required to withdraw, taking the view that such cases ought to be rare when the necessary GPA has been earned, it was neither disposed nor empowered to challenge the principles involved and made its decisions on the basis of a number of considerations that have resulted in a series of recommendations to Drama for procedural changes, chief among which is a proposal that the recommendations of the BFA and B.Mus. departments be subject to Faculty screening and approval, perhaps by the Committee on Academic Standing (so that in future, appeals may be held to a minimum).

August 6, 1974.

August 74 Report of the Faculty of Arts Calendar CommitteeCourses to be added:

1. The Committee reports that Anthropology 327, 331 and 470 have been challenged by the Department of Sociology and that the question remains unresolved at the time of this report.

The Committee questioned the addition of French 308, 408 and 508 particularly in view of the fact that 308 seems to cover the material now shown under French 310 and 312, which have not been cancelled. Dr. Motut is not available at the moment, but this matter may be clarified by the time Council meets.

The Committee had some reservations about the Department of Classics' request to delete prerequisites from the '500' level Greek and Latin courses (page 3) but Dr. MacKenzie not being available at present, the matter was deferred.

The Committee felt that the course description of History 419 could be reduced by deleting everything after "capital" and that a term other than "on location" might be preferable. Dr. F. de Luna preferred that the description be left as it now appears.

2. Notwithstanding the above observations, the Committee recommends this report for approval.

T.L. Powrie
for T.L. Powrie,
Chairman.

July 1974

CALENDAR CHANGES, FACULTY OF ARTS, 1975/76 SESSIONANTHROPOLOGY:Courses to be added:

- 327 Indigenous and Minority Cultures in the Modern World *6 (3-0)
This course will deal with the survival of and attacks upon indigenous and minority cultures in various countries. Materials from the Minority Rights Group, Urgent Anthropology, and the International Work Group for Indigenous Affairs will be included.
Prerequisite: An introductory course in social or cultural anthropology or sociology.
- 331 Multilingualism in Canada *3 (either term, 3-0)
The course deals with aboriginal, charter, and immigrant languages in diverse Canadian speech communities. Stress is placed upon current Federal and Provincial language policy, and on related interdisciplinary research. The social implications of different language policies for Canada are discussed, particularly in contrast to situations elsewhere in the world.
- 470 Anthropology of Development *3 (either term, 3-0)
An examination of historical and on-going examples of social change in non-western societies.
Prerequisite: Anthropology 202 or 307 or consent of the department.
- 483 Cree Language and Culture *6 (3-0)
The Cree language is taught in collaboration with a native speaker in the context of its use in Cree communities. Indian etiquette and world view are salient in the cultural portions of this course.
Prerequisite: An introductory course in anthropology or linguistics or consent of the department.
- 484 Readings in Anthropology *3 (either term, 3-0)
- 486 Advanced Readings in Anthropology *3 (either term, 3-0)

Course to be deleted:

- 431 Multilingualism *3 (either term, 3-0)

ART & DESIGN:Course to be added:

- 407 Aspects of Museology *6 (3-0)
 A survey of aspects of museum operation from the point of view of the art historian and curator, including the study, care, preservation and display of works of art.
 Prerequisites: 2 senior courses in Art History and consent of the department.

Editorial change:

43.3.1/HONORS IN HISTORY OF ART AND DESIGN

Second year:

Change in course numbers due to renumbering of half courses.

Delete Classics 354 or 356. Add Classics 367 and 368 or 369 and 370.

CLASSICS:Courses to be added:

- CLASSICS 601 Studies in Greek Archaeology *3 (either term, 3-0)
 or *6 (3-0)
- CLASSICS 602 Studies in Italian Archaeology *3 (either term, 3-0)
 or *6 (3-0)
- GREEK 381 Homer *3 (either term, 3-0)
- GREEK 478 Greek Oratory *3 (either term, 3-0)
 Selections from Greek Orators. Note: formerly Greek 378.
- GREEK 479 Koine Greek I *3 (either term, 3-0)
 Readings and studies in the New Testament and the Church Fathers and other Koine writings. Note: formerly Greek 379.
 Prerequisite or co-requisite: two of Greek 371-378.
- GREEK 480 Koine Greek II *3 (either term, 3-0)
 Readings and studies in the New Testament and Church Fathers and other Koine writings. Note: formerly Greek 380.
 Prerequisite or co-requisite: two of Greek 371-378.

Courses to be deleted:

- GREEK 378, 379, 380.

CLASSICS:Courses to be added, continued:

- LATIN 368 Roman Lyric Poetry *3 (either term, 3-0)
 Selections from Horace and Catullus.
- LATIN 369 Livy *3 (either term, 3-0)
- LATIN 370 Roman Satire *3 (either term, 3-0)
 Selections from Horace, Juvenal, and others.
- LATIN 464 Cicero's Letters *3 (either term, 3-0)
- LATIN 466 Lucretius *3 (either term, 3-0)
- LATIN 467 Tacitus (Later works) *3 (either term, 3-0)

Courses to be deleted:

LATIN 362, 365

Change of course detail:

Delete prerequisites from the following courses:

Greek 522, 541, 543, 545: Latin 532, 551, 553, 555, 557.

LATIN 364 Delete from course description: "and from Cicero's Letters."

LATIN 366 Change description to read: "Agricola and/or Germania."

Editorial Changes:

Section 43.4.1 to 43.4.5 inclusive. Delete all detail and insert:

43.4.1/HONORS PROGRAMS

The Department of Classics offers undergraduate programs leading to a B.A. with Honors in:

1. Classics: normally 8-10 full-year courses in Greek and Latin and several related classics courses.
2. Classics, Ancient History and Classical Archaeology: similar to the above but with greater emphasis on ancient history and archaeology.
3. Latin or Greek with an approved second subject.
4. Combined Honors (Latin and French, etc.).

Interested students are invited to contact the Honors Adviser or the Chairman of the Department for a personal interview. Note: English 200 is recommended by the Department for students entering the first year of these programs.

Section 43.4.6

Renumber as 43.4.2/CONCENTRATION IN CLASSICS

DRAMA:Courses to be added:

- 243 Voice and Speech Improvement *3 (either term, 4L)
Exercises in voice and speech improvement; introduction to oral communication. Note: formerly part of Drama 241.
- 341 Oral Interpretation *3 (either term, 4L)
Poetry, prose and dramatic literature. Note: formerly part of Drama 241.
Prerequisite: Drama 243 or consent of the department.
- 343 Oral Communication *3 (either term, 4L)
Exploration in various techniques of oral communication. Note: formerly part of Drama 241.
Prerequisite: Drama 243 or consent of the department.

Course to be deleted:

241 *6 (4L)

Validation:

Through half-courses, greater choice of senior courses for drama majors particularly; "weeding out" of students who have neither commitment nor capability for advanced work. Separation of interpretation from communication in the senior level courses provides additional "service" for students from other faculties. Curriculum changes would be in the nature of adjustments and extensions to existing curriculum.

Courses to be added:

- 251 Improvisation *3 (either term, 6L)
Speech and Movement improvisation with an emphasis on imaginative development; introduction to dramatic form. Note: formerly part of Drama 250, a full-session course prior to 1974-75.
- 353 Acting *3 (either term, 6L)
Study and enactment of scenes from the modern repertoire. Note: formerly part of Drama 250.
Prerequisites: Drama 251 or 250 and consent of the department.

Course to be deleted:

250 *6 (6L)

Validation:

Weeding out of students without commitment or capabilities for Acting; avoidance of overlap between Drama 250 and Drama 252 (as they are now) in the first term. Provision of an additional senior level course. Solution

DRAMA:Validation, continued:

to problem created by Faculty of Education requiring both Drama 250 and Drama 252 for education drama majors. Adjustments to curriculum of Drama 251 necessary in order that the course may provide the right basis for both Drama 253 and Drama 353.

Courses to be added:

- 253 Improvisational Drama *3 (either term, 6L)
Developing a sense of dramatic form through improvisational and environmental techniques. Note: formerly Drama 252, a full-session course prior to 1974-75.
Prerequisites: Drama 251 or Drama 250.

Course to be deleted:

- 252 *6 (6L)

Validation:

As for 251, 253 above

Courses to be added:

- 321 Creative Drama and Improvisation I *3 (First Term, 1-3)
Practical and theoretical approach to the development of the individual through drama; improvisation as an art form.
Note: formerly Drama 320, a full-session course prior to 1974-75. (part of)
Prerequisites: Drama 251 or 250.
- 323 Creative Drama and Improvisation II *3 (Second Term, 1-3)
Practical and theoretical approach to the use of creative drama and improvisation in various fields. Note: formerly part of Drama 320.
Prerequisite: Drama 321.

Course to be deleted:

- 320 *6 (1-3)

Validation:

The second half of the present Drama 320 involves improvisation linked with secondary education, community theatre and children's theatre; this is inappropriate for elementary education students. It is anticipated (and will be recommended) that elementary education students take Drama 251 and Drama 321 to equate one full year course. This is also an attempt to solve problems created by Elementary Education's advising Drama 250, 252, 241 and 320 as choices for electives.

DRAMA, continued:Courses to be added:

383 Introduction to Directing *3 (First Term, 4L)
Fundamentals of directing explored through practical exercises in non-structured scenes. Note: formerly part of Drama 382, a full-session course prior to 1974-75.
Prerequisite: consent of the department.

385 Elements of Directing *3 (Second Term, 4L)
Developing the director's creative use of the elements of directing through practical exercises in structured scenes. Note: formerly part of Drama 382.
Prerequisite: Drama 383 and consent of the Department.

Course to be deleted:

382 *6 (4L)

Validation:

An attempt to ease the present problem of too many students in a course that requires individual attention; particularly relevant to the second half of the year when final project requirements place a strain on students and facilities.

Course to be added:

507 Senior Projects *3 (either term, 1-4)
Individual projects in one of: directing, stage management, assistant to the director, assistant stage management.
Prerequisite: consent of the department.

Course to be deleted:

482 *3 (either term, 1-4)

Validation:

The department is recommending that Improvisation and Playwriting be removed from the B.A. Honors program and be made available to the B.A. 4 yr. Special program; this would debar such students from the Honors project course - which experience is a desirable one for them to have.

Courses to be added:

273 Stagecraft and Practical Project *3 (either term, 3-3)
Investigation of skills involved in staging a play, such as use of materials and methods of construction.
Note: formerly part of Drama 270.

DRAMA:Courses to be added, continued:

- 275 Practical Projects *3 (either term, 0-6)
 Preparation of two of the following: Lighting and Sound;
 Sets; Properties; Costumes; for a play in limited production.
 Note: formerly part of Drama 270.
 Prerequisite: Drama 273.

Change of course detail:

- 270 Insert following: "Note: Restricted to B.F.A. Drama students."

Validation:

The students will have a choice of areas in which to work, and the limitation to prep work only ensures this experience prior to running the show (see new Drama 395). Separation of B.F.A. Drama students from others is desirable due to different levels of previous experience.

H. Change of course detail:

- 393 Change hours to read *2 (either term, 0-4)
 394 Change title and hours to read: Running Crew Projects
 * 3 (either term, 0-6)

I. Editorial Changes:

- Section 43.25.2 Change Third Year to read:
 Drama 401 or 402; Drama 383, 430, 440, 450;
 English 333; an approved Arts or Science Option
 (two half-courses are acceptable in place of a full course).
- Section 43.25.3 Change First Year to read:
 Drama 200, 230, 251, 270, 271, 272; Drama 353;
 English 200 or equivalent.
- Section 43.25.3 Change Second Year to read:
 Drama 300, 370, 373, 375, 383, 385, 393; an
 approved Arts or Science option.
- Section 43.25.3 Change Third Year to read:
 Drama 401 or 402, Drama 470, 474, 493, 507;
 an approved Art option; an approved Option.

ECONOMICS:Course to be added:

- 600 Topics in Economic Analysis *3 (either term, 3-0)
 - Executive Committee will be asked to approve this for
 1974/75 session, July 1974.

Change of course detail:

- 365 } Change prerequisites to read: Economics 201 or 304 or 307.
 366 }
 369 }

HISTORY:Course to be added:

- 419 Paris in Revolution, 1787-1871 *6 (5-10)
 A study "on location" of the French Revolution and of
 subsequent revolutionary events in the national capital
 during the Nineteenth Century in the context of urban
 development from the Old Regime through the creation of
 the modern city under Napoleon III.
 Prerequisite: One course in European history or consent
 of the department.

(NOTE: This course is given in Paris during the Summer Session only. A knowledge of French, though useful, is not required. Those interested may obtain a brochure from the Department of History giving further information, or are invited to consult personally with the instructor, Dr. F.A. de Luna).

Background - this course was last offered in 1966/67 as a half course under the title "Modern France Since 1789."

Change of course detail:

- 366 Change term from *3 (Second Term, 3-0) to *3 (either term, 3-0)
 369 Change weight from *6 (3-0) to *3 (either term, 3-0)
 469 Change weight from *6 (3-0) to *3 (either term, 3-0)

PHILOSOPHY:Courses to be added:

- 366 Introduction to Philosophy of Science II *3 (Second Term, 3-0)
Topics that may be discussed include the nature of scientific theories and the nature of causation, laws and explanation.
Note: Formerly part of Philosophy 364, a full course.
Prerequisite: Philosophy 364 or consent of the department.
- 440 Philosophical Foundations of Probability and Induction
*3 (either term, 3-0)
This course is designed to pursue conceptual analysis and philosophical problems of a closely-related group of topics which lies at the heart of much of philosophy and science: causation, probability and inductive reasoning.
Prerequisite: One course in logic or consent of the department. Taking or auditing Philosophy 361 is recommended.
- 509 Locke *6 (3-0) or *3 (either term, 3-0)

Change of course detail:

- 364 Change title to read: Introduction to Philosophy of Science I.
Change hours to read: *3 (First Term, 3-0)
Change description to read:
This course is designed to survey the foundations of scientific knowledge, by explaining the methods and basic assumptions which have evolved in science over the centuries.
Add Note: Formerly a full course prior to 1975.
- 490 In last line of description, delete "Introduction to Model Theory" and insert "Further topics to be determined by interests of the students."

POLITICAL SCIENCE:Courses to be added:

- 380 Comparative Politics *3 (either term, 3-0)
An introduction to topics and issues in comparative politics.
Note: Formerly Political Science 374.
- 385 The Development of Western European Politics and Government
*3 (either term, 3-0)
Patterns in the development of political processes and governmental institutions in Western Europe. Note: Formerly part of Political Science 383.
- 386 Contemporary Western European Politics *3 (either term, 3-0)
An examination of similarities and differences in the political and governmental processes of contemporary Western Europe.
Note: Formerly part of Political Science 383.
- 391 Political Parties of Canada and Other Western Democracies
*3 (either term, 3-0)
A study of the political parties of Canada in comparison with those of other western democracies. Topics include party systems, ideologies and programs, members and supporters, organization and resources, and electoral and governmental activities. Note: Formerly part of Political Science 398.
- 392 Interest Groups of Canada and Other Western Democracies
*3 (either term, 3-0)
A study of political interest groups of Canada in comparison with those of other western democracies. Topics include group ideologies and interests, members, organization and resources, and nongovernmental and governmental activities. Note: Formerly part of Political Science 398.
- 451 Philosophy and Theory of Law *3 (either term, 3-0)
The concept of law and its purpose; the role of morality in its development; the function and purpose of law; the nature and role of various legal concepts.
Note: Formerly part of Political Science 467.
- 452 Selected Topics in Jurisprudential and Governmental Theory
*3 (either term, 3-0)
The discussion of such topics as the concept of sovereignty; the Canadian court system; the difference between civil and criminal law; the differences between colonies and dominions; the status of the Commonwealth and other related matters. Note: Formerly part of Political Science 467.
- 461 Selected Problems in International Politics *3 (either term, 3-0)
The study of selected contemporary problems and/or methods in international relations. Note: Formerly Political Science 462.

POLITICAL SCIENCE:Courses to be added, continued:

- 415 Analysis of Political Science *3 (either term, 3-0)
A philosophical investigation of the basic issues involved in the scientific study of politics. Note: Formerly part of Political Science 315.
- 416 Analysis of Political Ethics *3 (either term, 3-0)
A philosophical investigation of the perennial issues and forms of argument in political ethics. Note: Formerly part of Political Science 315.
- 418 Twentieth Century Political Thought *3 (either term, 3-0)
A critical survey of major currents of political and social philosophy in the world today.
- 429 Government and Politics of Alberta *3 (either term, 3-0)
A study of the institutions and processes of the government of Alberta from 1905 to the present. Topics include governmental institutions and political parties, interest groups, voting, and provincial-federal relations.

Courses to be deleted:

315, 374, 383, 398, 462, 467

Change of course detail:

- 376 Change prerequisite to read: Consent of the department.
- 600 Change hours from *6 (3-0) to read: *6 (3-0) or *3 (either term, 3-0)
- 680 Change hours from *6 (3-0) to read: *6 (3-0) or *3 (either term, 3-0)

ROMANCE LANGUAGES:Courses to be added:

- FREN 308 Second Year French for Honors Language Students *6 (3-2)
Intensive study of grammar, idiom and vocabulary with oral and written work.
Prerequisite: French 230 or consent of the department.
- FREN 408 Third Year French for Honors Language Students *3 (either term, 3-2)
Intensive advanced grammar, written and oral expression.
Prerequisite: French 308 or consent of the department.
- FREN 508 Fourth Year French for Honors Language Students *6 (3-2)
Intensive advanced language work. Application, within specialized fields, of language skills.
Prerequisite: French 408 or consent of the department.

ROMANCE LANGUAGES, continued:Change of course detail:

FREN 201 Change description to read:

Designed to teach future teachers of French to speak and to write the language. Three hours of grammar and two hours of audio-visual learning per week.

Add after prerequisite:

Note: Arts students must obtain permission of the Dean before registering in this course.

FREN 301 Change title, description and prerequisite to read:

Second Year University French

Designed to perfect written and oral knowledge of French. The course aims at achieving adequate fluency to enable students to proceed in literature, translation and/or composition courses.

Prerequisite: French or French-Canadian 200 or 201 except 200-level reading series.

FREN 312 Change hours to read: *2 (1-0)

FREN 313 Change title, description and prerequisite to read:

Aspects of Contemporary French Civilization and Culture I

The civilization and culture of France as seen through its institutions, customs and writings. This course aims at improving the student's oral and written command of French.

Prerequisite: Any 200 or 300-level French or French-Canadian course except French 205, 206, 304, 305, 306 or 307.

FREN 314 Change description and prerequisite to read:

The civilization and culture of France as seen through its institutions, customs and writings. This course aims at improving the student's oral and written command of French.

Prerequisite: French 202 or any 300-level French or French-Canadian course except French 304, 305, 306 or 307.

FREN 340 Change prerequisite to read:

Any 200 or 300-level French or French-Canadian course except French 205, 206, 304, 305, 306 or 307.

FREN 360 Change hours to read: *3 (either term, 3-0)

FREN 370 Change hours to read: *3 (either term, 3-0)

FREN 380 Change hours to read: *3 (either term, 3-0)

ROMANCE LANGUAGES:

Change of course detail, continued:

- FREN 500 Change title and description to read:
 Reading Course
 This course is for graduate students who wish to satisfy the language requirement of their department. An intensive study of essential grammar, reading of graded texts, and translation of texts from the student's own field. Note: Not open to undergraduates.
- FREN 624 Delete: "Note: obligatory for graduate students in French Literature."
- FREN 625 Delete the sentence, "Obligatory for graduate students in French literature."
- FREN 697 Change weight to read: *3 (either term, 3-0) or *6 (3-0)
- FRENCH-CANADIAN 340 Change prerequisite to read:
 Any 200 or 300-level French or French-Canadian course except French 205, 206, 304, 305, 306, 307.
- FRENCH-CANADIAN 450 Add prerequisite:
 Any 300-level French or French-Canadian course except the 300-level reading series.
- FRENCH-CANADIAN 451 Add prerequisite:
 Any 300-level French or French-Canadian course except the 300-level reading series.
- FRENCH-CANADIAN 465 Add prerequisite:
 Any 300-level French or French-Canadian course except the 300-level reading series.
- FRENCH-CANADIAN 466 Add prerequisite:
 Any 300-level French or French-Canadian course except the 300-level reading series.
- FRENCH-CANADIAN 499 Add prerequisite:
 Any 300-level French or French-Canadian course except the 300-level reading series.
- FRENCH-CANADIAN 690 Delete: "Note: obligatory for graduate students in French-Canadian literature."
- FRENCH-CANADIAN 691 Delete: "Note: obligatory for graduate students in French-Canadian literature."
- ROMANCE LINGS 370 Change hours to read: *3 (either term, 3-0)
- ROMANCE LINGS 372 Change hours to read: *3 (either term, 3-0)
 Add: "Note: Francophone students require permission to take this course."

ROMANCE LANGUAGES:Change of course detail, continued:

ROMANCE LINGS 373 Change hours to read: *3 (either term, 3-0)

ROMANCE LINGS 400 Change prerequisite to read:
Romance Linguistics 370 or consent of department.

ROMANCE LINGS 483 Change prerequisite to read:
Romance Linguistics 370 or consent of department.

Editorial changes:

Section 43.19.1 to 43.19.11

Delete all detail and insert:

43.19.1/HONORS IN ROMANCE LANGUAGES

The Department of Romance Languages offers various Honors programs requiring study within one or more of the following fields: the French language and its literatures, the Hispanic languages and literatures, Italian language and literature, and Romance Linguistics. Honors programs combining one of these fields with a second subject in another department are also offered. For further information students should apply to the departmental office.

- Statement approved by Faculty Honors Committee March 22, 1974.

43.19.2/CONCENTRATION IN ROMANCE LANGUAGES

Students may concentrate in French and/or French-Canadian, or in Italian, or in Spanish, or in Romance Linguistics. A combination of courses in any one of these areas will be accepted as a subject of concentration provided that faculty requirements and prerequisite requirements are fulfilled. N.B. French-Canadian courses can be taken in meeting requirements for the B.A. degree in Canadian Studies.

SLAVIC LANGUAGES:Editorial Change:

Section 43.20.1 (4)

Change Soviet and East European Studies to East European and Soviet Studies.

Section 43.20.1

Inter D. 346 after "Slavic Languages" insert: (as an option only).

CALENDAR CHANGES - FACULTY OF ARTSDEPARTMENT OF GEOGRAPHY

GEOG 344 Change hours to read: *3 (First Term, 3-0)

Change description to read:

An explanatory description of the ecological and cultural environments of Earth's non-temperate lands, and of the processes that shape their development, their continuing role as resource purveyors, with comparisons made between the tropics and other non-temperate landscapes.

(formerly Geography 348, a full year course)

GEOG 444 Change hours to read: *3 (Second Term, 3-0)

Change description to read:

Regional surveys of physical, human and economic patterns on a continent in transition. Analysis of its contemporary problems of development and of the geographic viability of its existing political units.

(formerly Geography 414, a full year course)

Section 43.9.1

Add to the end of the paragraph of Section 43.9.1:

. . . Undergraduate Program Committee. "The required grade-point average to enter and continue in the Honors program is 6.5."

19/8/74.

To: Mr. Middleditch,
Assistant Director,
Faculty of Arts.

Date: July 10, 1974.

From: F.J. McMahon, C.U.S.J.

Dear Bob,

Would you kindly propose the following to the Calendar Change Committee for eventual submission to the appropriate authorities.

1. The following paragraph will be added to 44.12.1.

"A number of Arts courses are also offered at Collège Universitaire St. Jean. These are generally open to University of Alberta students and are indicated by an asterisk. For further information, consult the Calendar of Collège Universitaire St. Jean."

2. That the following courses be added at the end of the listing of French undergraduate courses, f.e. after French 461 in the 74-75 Calendar:

Franç 200	First Year University French
Franç 205	Langue parlée et écrite
Franç 335	Etude d'un certain nombre d'oeuvres littéraires des 17 et 18èmes siècles
Franç 350	Introduction à la Littérature Française
Franç 355	La Littérature Française du 20ème siècle

and the following after the list of Undergraduate courses in French Canadian:

Ca Fr 340 Composition Française

Please find enclosed a letter from the Department of Romance Languages indicating their approval for the Collège to offer:

Franç 200
Franç 205
Franç 335
Franç 350
Franç 355, courses that are peculiar to C.U.S.J.

Sincerely,

F.J. McMahon

To: Dr. R.G. Baldwin, Dean of Arts

Date: August 8, 1974

From: Gurston Dacks, Assistant Professor
Political Science Department

Dear Dean Baldwin:

The Curriculum Committee met on July 24 to consider the "Credit by Challenge" proposal. I am enclosing the minutes of that meeting in the hope that Section 2 of the minutes will facilitate discussion of the proposal at the Arts Faculty Council meeting of August 19. Unfortunately I will be unable to attend the meeting, but I am sure that the excerpt from the minutes communicates the conclusions we arrived at.

The most important conclusion which I wish to communicate to you is the strong feeling of most of the Committee members that the proposal is a highly worthy one which deserves every consideration. That there may be practical problems in implementing the concept in no way detracts from its desirability in principle. Indeed, a majority of the members of the committee felt that, if the details concerning implementation can be arranged satisfactorily, the Faculty of Arts should not merely acquiesce to the proposal when it is considered by GFC, but actively seek its adoption. In this regard, members of the Committee felt that efforts should be made to overcome administrative or financial obstacles which might discourage departments from accepting challenges. For example, it was suggested that departments might be compensated for the effort of evaluating a challenge by being credited for an appropriate number of weekly student hours for the purpose of deciding departmental budget allocations. The Committee did not actively consider this possibility. I mention it only to stress the feeling of the Committee that the "credit by challenge" proposal is a valid one, which deserves the full support of the Faculty, provided that the implementation questions enumerated in the minutes can be satisfactorily dealt with.

Yours truly,

Gurston Dacks
Assistant Professor

GD:jc
Enclosure

2. "Credit by Challenge" Proposal

Members had before them a proposal that will come before GFC in September, the essence of which is contained in an extract from the Report of the GFC ad hoc Committee to Study Academic Regulations [copy attached]. In introducing this item, the Chairman explained that the Curriculum Committee was not expected to formulate a Faculty position on the matter; Dean Baldwin had merely asked for a "statement of advice" that would facilitate debate in Arts Faculty Council on August 19. Questions having been raised about the frame of reference [e.g. What kind of courses are we talking about? Will a student be permitted to challenge a seminar, a prerequisite, etc.? What would be satisfactory evidence of competence?], the Chairman suggested that members decide first of all whether they were in favour, as a matter of general principle, of "credit by challenge." Assuming an affirmative vote, the Committee could then consider the specific means of implementation.

2.1 Approval in Principle

It was moved by Professor Graham Peacock, seconded by Professor Blanchard,

THAT "credit by challenge" be accepted in principle
[it being understood that the resolution implied no
commitment re: approval in practice].

Speaking in support of the motion, Professor Blanchard said that "it is recognized that there are certain intangible qualities that are part of the university experience that cannot be measured, and that the only way we can be assured that the individual has an opportunity to acquire these qualities is by requiring him/her to spend some time in attendance at the university; but it is also recognized that it is possible for the individual to acquire knowledge by pursuing an independent course of study." Professor Peacock added that the credit by challenge proposal raised the question of the "openness" of the university; that "if we do indeed want to make the university more accessible to individuals it would seem that people who have background in some of our courses should be given this opportunity to demonstrate their competence." An additional argument was that in all probability credit by challenge would only be an issue in certain exceptional cases [say, for example, a mature individual who over a period of years has acquired a considerable wealth of knowledge in a specific area].

Motion carried
[approval in principle].

2.2 Implementation

A primary concern was the need for a thorough and equitable evaluation system to determine levels of competence and, insofar as possible, to prevent abuses of the system.

- Having noted that the proposal makes reference to a "written" examination, it was recommended that there also be provision for an oral examination, together with some means of demonstrating proficiency in practical courses.
- It was recommended that the credit by challenge examination be more rigorous than the final examination taken by students who have attended classes and completed term assignments.
- It was recommended that a sizeable fee be charged for the examination [one that would be large enough to serve as a deterrent to those individuals--who may be unexceptional or indeed marginal students--who are merely "shopping around for a shortcut to the degree"].
- It was recommended that the responsibility for setting the examination and assessing the level of competence rest with the departments. Within a given department the instructor giving the course would be actively involved in evaluating the challenge but would not exercise sole authority over it.

Members then discussed the range of the proposal, in terms of placing some restrictions on the kinds and numbers of challengeable courses and on the individual's right to challenge.

- The initial proposal was that credit by challenge be granted up to a maximum of five 200-level courses; however, it was argued that that proposal would not best serve the interests of the mature and/or exceptional individual who would in all probability be seeking credit at the senior level. Other alternatives were suggested: i) that credit by challenge be granted up to a maximum of five courses, not more than two of these to be senior-level courses; ii) that the challenge be limited to three courses, and that an individual not be permitted to challenge the whole of an area of concentration. The final [and prevailing] recommendation was that because there are so many unknown factors, the Faculty proceed with great caution: that for a two-year period the Faculty of Arts allow one credit by challenge, subject to review at the end of that period.

Note: i) The recommendation excludes 100-level courses because these are considered to be high school preparation.

ii) It was recognized that some provision must be made for systematic compilation [and assessment] of the data accumulated in the trial period.

- It was recommended that departments be asked to draw up a list of courses which they see as challengeable [realizing that in the opinions of the departments some courses may not be suitable for this approach].
- It was recommended that [notwithstanding the deterrent value of the examination fee] the right to challenge be subject to the consent of the department, approval or denial to be

based on its assessment of the individual circumstances in each case.

Note: Prior to the vote on the above motion [ref. item 2.1, Approval in Principle] members were reminded that the Curriculum Committee is on record as having recommended that for the purpose of qualifying for the B.A. (General) degree at least 5 of the required 15 courses must be University of Alberta courses, and in the case of the B.A. (Special) degree at least 10 of the required 20 courses must be University of Alberta courses. In light of that resolution a question was raised about the status of a credit by challenge course. The response was that, because the individual would presumably attest to his/her proficiency by means of an examination administered by the Faculty and based on the content of a course offered by the Faculty, a credit by challenge course would qualify as one taken at this University.

The Committee also noted some questions concerning details of the proposal which were unclear in the Report of the GFC ad hoc Committee and suggested that the Faculty ensure that these details are considered in developing any credit by challenge system that is adopted. These questions include the following:

- Is a failure of a challenged course recorded on a student's transcript as a failure?
- Will students be allowed supplementary privileges on a course challenge?
- Will a student be permitted to audit a course, doing none of the assignments, and then be permitted to seek credit for the course by challenge?
- Can a student challenge a course which he has taken on a regular basis and failed?

2.3 Summation

- a) The Curriculum Committee is in favour, as a general principle, of "credit by challenge."
- b) In practice, the Curriculum Committee
 - i) supports the view of the GFC ad hoc committee that "the procedures must be appropriate to the particular faculty and program in question rather than attempting to develop a single procedure which might apply across the whole university";
 - ii) recommends that for a two-year trial period the Faculty of Arts permit the granting of one credit by challenge in a student's program, the practice to be reviewed at the end of the two-year period;
 - iii) recommends that--in light of the guidelines in item 2.2--departments be asked to develop evaluation procedures for credit by challenge;

- iv) recommends that the evaluation procedures be established "with the consent of the Dean" [recognizing that the Faculty Office has a role to play in maintaining uniformity in standards].

Extract from the Report of the ad hoc Committee to Study Academic Regulations9] Credit by Challenge

The Committee reviewed the concept of "credit by challenge" which is used at some universities. It was noted that the university calendar in Section 14.4 does indicate that in certain cases an applicant may be required to write an examination to determine what advanced placement should be granted. Advanced standing may be granted to applicants for admission who have completed some university work elsewhere and it is used to reduce the length of the program the student will take at The University of Alberta. Advanced placement may be granted to applicants who have taken the equivalent of university courses in some other manner. It would excuse them from taking the corresponding university courses but other courses would have to be taken in their stead so that the length of the degree program would not be shortened.

If General Faculties Council were to accept credit by challenge, it would enable students who had completed the material covered in a course to have a mechanism for receiving advanced standing in that course. The members of the Committee are not prepared to recommend to General Faculties Council at this time that credit by challenge be introduced. Rather the Committee feels that there is some merit to having a credit by challenge provision and recommends to General Faculties Council that it ask individual Faculty and School Councils to consider this proposal. The Committee is in favor of faculties being permitted to develop procedures for credit by challenge but feels that the procedures must be appropriate to the particular faculty and program in question rather than attempting to develop a single procedure which might apply across the whole university.

TO: Mrs. M. M. Midgley, Secretary
General Faculties Council

August 21, 1974

FROM: Dean of Arts

Re: Course Load and Scholarships (GFC referral, May 13, 1974)

The Council of the Faculty of Arts does not support the proposal that "For the purpose of Scholarships and Awards a full course load in the regular academic session shall be defined as FOUR or more full courses."

In 1973 the Faculty brought before GFC a proposal of its own that students should be eligible for University of Alberta awards if they had a load approved for reduction by one course in any one year of an Honors program. Concern was expressed in our Faculty that the proposal would raise the inevitable question of where the line should be drawn, and that there would, moreover, be unfair competition with students carrying full loads; but the argument prevailed that reductions would be approved only in very special cases and only for students who, by virtue of their circumstances, would in effect be working under the equivalent (all things considered) of a full load. In any case, the only thing guaranteed would be eligibility; it would still be for the Student Awards Committee to evaluate competing claims in light of all circumstances.

On June 25, 1973, GFC defeated the Arts proposal, on the grounds that, at present, awards had to be made on the basis of a very narrow margin of academic attainment and that the proposal would compound the difficulty.

In discussing the proposal now before GFC, Arts Council took the view that automatic eligibility for all students on four-course loads (a reduction that is granted virtually on request for general program students and is therefore not subject to close scrutiny) could only be tolerated as equitable if all those competing were judged on the same basis (i.e. if awards were based on the best four courses regardless of the number taken); otherwise students would undoubtedly take reduced loads in order to obtain an unfair advantage. Since there is no practical means by which the Faculty can in fact screen all its students to determine the "best four" (First-class standing and "Distinction" also, presumably, being at issue), there was virtually unanimous opposition to the proposal. In any case, a number of people in the Faculty believe that even under existing rules, the bases for awards are tenuous and insecure.

R. G. Baldwin.

ARTS FACULTY COUNCIL

Minutes of Meeting of September 17, 1974

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), R. F. Anderson, D. H. Bai, M. Barker, M. L. Barea, D. E. Bessai, W. A. Blanchard, E. D. Blodgett, R. J. Buck, F. F. Bueckert, C. Caldarola, C. K. A. Colter, J. D. W. Crowther, R. J. E. d'Alquen, A. L. Darling, F. A. de Luna, M. V. Dimic, E. M. Dobek, C. Q. Drummond, J. A. Eagle, E. Egert, F. C. Engelmann, B. L. Evans, M. Faulkes, G. Fearn, A. D. Fisher, J. F. Forrest, R. Frucht, P. Gallivan, E. J. H. Greene, D. J. Hall, H. A. Hargreaves, T. F. Hartnagel, R. P. Heron, R. R. Hett, H. Holst, H. J. Jones, J. F. Lauber, E. Lechelt, H. T. Lewis, J. A. MacIntyre, M. W. MacKenzie, G. Marahrens, U. Margolin, J. K. Masson, F. J. McMahon, M. Miller, P. Monod, R. G. Motut, D. V. Parker, N. J. Parker-Jervis, T. L. Powrie, T. M. S. Priestly, A. H. Qureshi, D. Reeves, P. A. Rolland, P. A. Schouls, R. A. Shiner, R. Silvester, O. F. G. Sitwell, B. M. Smith, R. C. Smith, D. G. Steele, J. van Praag, E. H. Waugh, N. Wickenden, B. W. Wilkinson, C. R. Wilson, E. N. Yates, R. A. Stangeland, A. Strombergs.

1. Minutes of Meeting of August 19, 1974

On a motion by Professor R. C. Smith, seconded by Professor Anderson, the Minutes were adopted as circulated.

2. Business arising from the Minutes

2.1 Faculty Salary and Promotions Committee [ref. item 2, AFC 19/8/74]

It was reported for information that the Faculty-wide ballot to replace the retiring members of this committee had been conducted.

The newly elected members are: Professors H. J. Jones (History), R. A. Pendergast (Economics), and R. H. Wiebe (English).

2.2 Arts Executive Council: Approval of Departmental Slates [ref. item 1, AFC 19/8/74]

Dean Baldwin presented to Council a list of nominees submitted by four additional departments following the meeting of August 19:

<u>Department</u>	<u>Member(s)</u>	<u>Alternate</u>
Anthropology	R. Frucht	M. Asch
	D. G. Steele	
Classics	R. J. Buck	D. Fishwick
History	F. A. de Luna	
	D. C. Johnson	
	B. M. Smith	
Music	T. Rolston	G. E. Lincoln
	A. Strombergs	

It was moved by Professor Marahrens, seconded by Professor MacKenzie, THAT the nominees be approved for appointment to Arts Executive Council.

Motion carried.

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Executive Committee Report: Meeting of August 22, 1974

[The Report having been distributed to Council in advance of the meeting, a copy is attached to the official Minutes only.]

Item 2 of the Report--Nominations of Departmental Representatives: Chairman's Selection Committee (Germanics)--was removed for separate consideration. Dean Baldwin explained that, the Department of Germanic Languages having fewer than ten full-time members, it was necessary for Arts Council to select the staff representatives to this Selection Committee (Professor Marahrens' term of office coming to an end this year). The Dean then placed in nomination the slate drawn up by the Executive Committee, which is the nominating body of the Faculty:

From the Department of Germanics
(2 to be elected)

H. Pausch
 M. Prokop
 A. Scott

From the Faculty at large
(1 to be elected)

J. A. Creore, Romance Lang.
 M. W. MacKenzie, Classics

Nominations having been invited from the floor of Council, a third name was added to the selection from the Faculty at large: Professor E. D. Blodgett (Comparative Literature).

It was moved by Professor Buck, seconded by Professor Engelmann, THAT nominations cease.

Motion carried
 (Election to be determined
 by Faculty-wide ballot).

It was then moved by Professor Hargreaves, seconded by Professor Dimic,
 THAT the Executive Committee Report be approved by Council.

Motion carried.

Academic Principles and Aims Committee Report #2

[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Report #2 was formally presented to Council by Professor Buck, the retiring chairman of the APAC.

Section A. "Proficiency in communication in English"

This section of the Report arose from a referral by Council to the APAC for "a report with dispatch on the question of how in principle proficiency in writing English might be required and attained," [ref. APAC Report #1: "The B.A. should provide in its programs the kinds of knowledge that produce sufficiently tangible skills, including especially proficiency in written and oral communication."]

Recommendation #1 was moved by Professor Buck, seconded by Professor Wickenden:

THAT there be a proficiency examination on entrance to the Faculty, wherein all students (that is, those registered in the Faculty of Arts)* would be classified according to their degrees of proficiency in written expression.

*In response to a request for clarification, it was established that "students registered in the Faculty of Arts" means "Arts students" (numbering approximately 800 new students per year).

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Speaking to the motion, Professor Buck said that, despite oft-expressed statements about students' lack of proficiency in this area, there was at present no "hard evidence" of the problem or of its magnitude. What the APAC had in mind, therefore, was a "diagnostic examination to find out how proficient entering students are (e.g., the number of students that are adequate or inadequate, in what ways they are adequate or inadequate, etc.). Recommendations for remedial measures would be dependent upon the outcome of the examination.

Discussion was initiated by Professor Forrest, who felt that the crux of the matter lay in Recommendation 3: that there be some form of liaison with other faculties and with the provincial government in order to effect some improvement at the high school level. It was therefore essential that a test be used which would be recognized as a valid evaluation, in and out of the Faculty. In that regard it was recommended that the administering of the test be an interdepartmental responsibility. An amendment to the motion was accordingly moved by Professor Forrest, seconded by Professor Page:

THAT the following be added (at the end of the motion): "such test to be administered by a Faculty committee."

Amendment carried.

Council then discussed at length the nature of the examination, the norms against which it would be scored, and its predictive validity. One member observed that the student's ability to comprehend is an aspect of his/her ability to write, so that probably both should be tested. Another member suggested that entering students "simply be required to write an essay." In the latter's view, the essay would be more indicative of a student's writing ability than a comprehension test (which might or might not include multiple choice questions). At this point, a number of members questioned the necessity for subjecting entering students to a proficiency examination. In their view, as valid a body of information could be obtained by other less costly means: a considerable amount of data was already available in the English Department (say, for example, the past results of the freshman English courses that all students in the Faculty of Arts are required to take in their first year); and this could be supplemented by means of a survey of the teaching experience in other departments of the Faculty. Prior to the vote, one member argued vigorously against the proposal, on the ground that the APAC had failed to provide Council with a clear definition of intent.

Motion, as amended, defeated.

Professor Blanchard then observed that although Council had rejected the idea of a proficiency examination, there nevertheless appeared to be a general feeling that relevant and meaningful information was needed. It was his reading of the discussion that a proposal "which would isolate the issue but which would not tie the hands of a working committee" would be more acceptable to Council. A substitute motion was therefore moved by Professor Blanchard, seconded by Professor Qureshi:

THAT an ad hoc committee of the Faculty be asked to gather whatever data it sees fit relative to the proficiency of students in the Faculty of Arts in the use of English.

Motion carried.

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Recommendation #2 was moved by Professor Buck, seconded by Professor Qureshi:

THAT for students already capable of expressing their thoughts adequately, the Faculty affirm that it is the responsibility of all members of the Faculty of Arts to encourage the practice, exercise and continued development of the students' ability to write.

In answer to a question about the force of the recommendation, Professor Buck said that the APAC's intent was "moral suasion."

Motion carried.

Recommendation #3 was moved by Professor Buck, seconded by Ms. Dobek:

THAT some form of liaison be instituted among the Faculty of Arts, the Faculty of Education and the Department of Education (e.g., perhaps by a working committee) in order to take some concrete steps to improve, if necessary, the competence of high school graduates in this area.

On the ground that the inclusion of the words "if necessary" tended to obfuscate the issue, an amendment to the motion was moved by Professor MacIntyre, seconded by Professor Lauber:

THAT the words "if necessary" be deleted from the motion.

The amendment was opposed on the ground that, lacking any hard data, one could not justify the removal of the words "if necessary" (i.e., recommendation #3 was conditional upon the findings of recommendation #1).

Amendment defeated.

One member suggested that the recommendation was in any event misworded; that the Faculty was really concerned about the quality of high school teaching. Here it was emphasized that the issue was not merely the competence of teachers in teaching English; there was also the question of curriculum (there was a feeling that many dedicated and competent high school teachers are circumscribed by the curriculum), problems in class size, and in the amount of time available for remedial work.

A second amendment was then moved by Professor Forrest, seconded by Professor Qureshi:

THAT the closing statement "in order to take some concrete steps to improve, if necessary...." be deleted, and replaced by the following: "in order to consider what concrete steps might be taken to improve the competence of high school graduates in this area."

The foregoing amendment was ruled admissible by the chair, on the basis of the argument that the proposed recasting would so change the motion that the words "if necessary" would not once again be at issue.

Amendment carried.

Motion, as amended, carried.

Section B. "Some knowledge of Humanities, Fine Arts, Social Sciences and Natural Sciences"

This section of the Report arose from a referral by Council to the APAC for advice on how its recommendations for a "diversified education" were to be

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achieved, the general principle having been accepted by Council. [ref. APAC Report #1: "An education in the liberal arts consists of diversified education...whereby some knowledge is gained of Humanities, Fine Arts...."]

Recommendation #1 was moved by Professor Buck, seconded by Professor Schouls:

THAT the classification of courses in Arts Calendar item 42.2(3) be revised to separate Fine Arts as a division on the same level as Humanities, Social Sciences and Natural Sciences.

Council was asked to bear in mind that the cataloguing would be determined not according to departmental structures, but according to specific courses (i.e., it would constitute a further refinement of the classifications listed in section 42.2(3) of the Calendar).

Motion carried.

Recommendation #2 was moved by Professor Buck, seconded by Mr. Reeves:

THAT students be permitted to present two secondary subjects of concentration. At least one secondary subject must be in a division (Humanities, Fine Arts, Social Sciences or Natural Sciences) other than that of the principal subject of concentration.

Speaking to the motion, Professor Buck said that the APAC could find no palatable means by which "some knowledge" of all four divisions could be legislated; the present proposal--which attempted to ensure "some knowledge" of two or three divisions--might be said to embody "the least unsatisfactory solution."

Several members raised questions about possible combinations of courses which would serve to meet the requirement that at least one secondary subject be in a division other than that of the principal subject. The underlying feeling seemed to be that, while the aim was laudable in that over-specialization could be a problem, the proposal could seriously inhibit freedom of choice in setting individual programs [a possible clash in principle was recognized by the APAC; ref. p.5 of Report]. It was also noted that the proposal could itself lead to over-specialization: a student could conceivably choose five Psychology courses (Social Sciences division) for the principal subject of concentration, plus four Psychology courses (Natural Sciences division) for a secondary subject of concentration, thus taking a total of nine courses in a single department.

The question was put, and resulted in a tie vote. The Chairman choosing not to vote, the

Motion was lost.*

*The APAC is thereby at liberty at some time in the future to rethink, recast and resubmit its proposal, if it sees fit.

Recommendation #3 was moved by Professor Buck, seconded by Professor Hartnagel:

THAT the Faculty encourage the formulation of courses of an interdisciplinary and integrative nature (as outlined in Sections B and C of the Report).

Dean Baldwin pointed out that Council was already on record in support of

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the principle of interdisciplinary and multidisciplinary courses, and that, arising from a February 1973 report of the Faculty's Academic Planning Committee, Council had directed that committee to study a means of implementing interdisciplinary studies within the Faculty. Under the circumstances, the APAC's proposal could be viewed as a reiteration of the previous principle. A member having noted that the examples accompanying the APAC's proposal dealt only with integrated courses within each of the four divisions (Humanities, Fine Arts, etc.), Professor Buck stated that the Committee had no objection to courses crossing the ingredient areas.

Motion carried.

Section C. "Service Function of the Faculty"

This section of the Report arose from the APAC's own initiative: a decision to explore the principles governing the service function of the Faculty. [ref. APAC Report #1: "Arts is the Faculty primarily responsible in the University for the guidance of students who desire an education in the liberal arts."]

In presenting the following recommendations, Professor Buck explained that, although the Appendix accompanying the Report was not entirely accurate, it nevertheless did provide an overview of the prerequisite structure within the Faculty.

Recommendation #1

Preamble: The needs of the generalist student will be served adequately only if:

i) an adequate number of courses offered by departments is accessible;

ii) such open courses are adjusted in such a way that they are self-contained, and not exclusively designed to require follow-up courses;

iii) special, broadly-based courses are designed which embrace areas larger than those defined by special disciplines (departments). Such courses, in other words, should cross the boundaries of traditional departmental disciplines.

It was moved by Professor Buck, seconded by Professor Fearn:

THAT measures be taken by the Faculty to ensure that the above conditions (i) and (ii) be met by the academic sub-units of the Faculty and, that (iii) be met by the appropriate committee of the Faculty in light of Recommendation 3 below.

Motion carried.

Recommendation #2 was moved by Professor Buck, seconded by Professor Lewis:

THAT the Faculty encourage a close reexamination of all prerequisites with a view to the elimination of as many as possible.

Some members were disturbed about the implication of the last part of the recommendation: "with a view to the elimination of as many as possible," fearing that the end result would be a "watering down" of courses. Here it was noted that many departments (say, for example, the language departments) have a carefully developed prerequisite structure, and that the removal of prerequisites would destroy the effectiveness of upper level courses. There

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was also concern about the force of the recommendation for those departments who not only wished to retain their present prerequisites, but who sought to strengthen them. In light of those concerns, an amendment to the motion was moved by Professor Faulkes, seconded by Professor MacKenzie,

THAT the phrase "with a view to the elimination of as many as possible" be struck from the motion.

A question having arisen re: the admissibility of the amendment, Professor Buck said that in his view it would not be contrary to the spirit of the motion; the APAC's intention was simply to encourage a close and continuing examination of all prerequisites.

Amendment carried.

Motion, as amended, carried.

Recommendation #3 was moved by Professor Buck, seconded by Professor Reinhold:

THAT interdisciplinary and multidisciplinary Arts Courses should be designed for the four essential ingredient areas of liberal arts: Humanities, Fine Arts, Social Sciences, and Natural Sciences. Such courses should be....of the Natural Sciences [clause (f) in toto, p.9 of Report].

Motion carried.

Recommendation #4 was moved by Professor Buck, seconded by Professor Hartnagel:

THAT the duplication of study situations or courses in the area of the liberal arts outside of the Faculties of Arts and Science, as well as within the Faculty of Arts, is wasteful and inefficient and therefore harmful to the university community. We strongly recommend that such practice be forcefully discouraged.

In presenting the recommendation, Professor Buck said that it represented a unanimous endorsement by the APAC of existing University policy.

There was general agreement that there could be no quarrel with the principle, insofar as it applied to the exact duplication of study situations (say, for example, the present jurisdictional dispute between the Faculty of Arts and the Faculty of Business Administration & Commerce). There was, however, some confusion arising out of a certain ambiguity of intent. Some members, puzzled by the inclusion of the words "as well as within the Faculty of Arts," suggested that the statement might be interpreted as a recommendation for the "forceful discouragement" of study situations in which two disciplines explore the same data, but from different perspectives. In that regard, an amendment to the motion was moved by Professor Masson, seconded by Professor Frucht:

THAT the words "as well as within the Faculty of Arts" be struck from the motion.

The amendment was opposed, on the ground that "the Faculty must ensure that its own house is in order." Here it was noted that the normal forum for discussion of competing jurisdictions within the Faculty occurs at a time when course and calendar material is submitted to Council.

Amendment defeated.

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The unamended motion having been placed before Council, one member questioned its necessity, on the ground that "it is surely common knowledge, in and out of the University, that duplication is wasteful and inefficient." Another member observed that "forcefully discourage" was not optimistic language; the Faculty ought instead to look to the positive side and "forcefully encourage" departments to work together, say, for example, in devising procedures for the cross-listing of courses.

Motion defeated.

5. Academic Planning Committee Report: Academic Plan #9, Stage 3

The customary deadline for termination of the meeting being close at hand, it was moved by Professor Buck, seconded by Professor Priestly, THAT consideration of the APC Report be deferred until the October meeting, thereby permitting Council to dispose of items 6 and 7 below.

Motion to defer carried.

6. Course and Calendar Change: Deferral [ref. item 5, AFC 14/5/74]

It was moved by Professor Hett, seconded by Professor de Luna, THAT the following new course be approved for periodical offering commencing September 1975 (it being understood that the course may not have been submitted in time for listing in the 1975-76 Calendar):

History 406: The history of ethnic settlement in Canada

Weight: *6 (3-0)

Description: As given in title above

Prerequisite: One senior History course

Note: The proposed course was discussed with the following departments (to avoid the risk of overlap with similar courses offered by another discipline): Sociology and Political Science.

Speaking to the motion, Professor Hett said that the course now before Council did not differ greatly from that proposed on May 14 (The History of Ukrainians in Canada, with special reference to the Prairie Provinces); the amended version merely afforded a broader base for examination.

Motion carried.

7. GFC Stress Committee Recommendation that Students be Permitted Maximum Flexibility in Annual Course Loads

Council had before it a motion adopted by GFC on March 18, 1974:

THAT General Faculties Council ask non-quota Faculties to consider allowing maximum flexibility in adjusting the number of courses taken in a given year in order to accommodate personal situations.

Speaking on behalf of the Faculty's Curriculum Committee, Professor Blanchard said that that body had discussed the issue of deceleration, in the context of a study of existing residence requirements. In the latter regard, the Curriculum Committee was formulating a proposal which involved a distinction between the requirements for the B.A. (General) and the B.A. (Special) degrees ("residence" being linked to "departmental contact and advice" in

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the B.A. (Special) program). The committee was not yet in a position to make a formal presentation to Council of its total package of residence recommendations; however, in light of the GFC referral, it was prepared to speak to one aspect, namely, deceleration for the B.A. (General) program. The following motion was accordingly moved by Professor Blanchard, seconded by Dean McMahon:

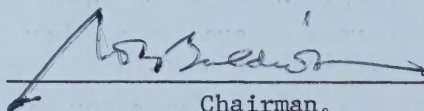
THAT the Faculty of Arts support the principle of unlimited deceleration for the B.A. (General) program only (provided that the regulations for course withdrawal remain unchanged).

A member having observed that the resolution constituted automatic approval for part-time study, Professor Blanchard said that the Curriculum Committee saw the proposal as a continuation of a movement towards greater flexibility which began with Council's acceptance of the 1966 report of its Committee on Five-Course Restrictions. Professor Blanchard explained that, in practice, the Student Program Office has permitted deceleration from a full-course load (defined as 4 courses) upon application and on very liberal grounds. Those discretionary powers would continue to be exercised insofar as the B.A. (Special), B.F.A. and B.Mus. programs were concerned (the Honors program being administered under separate and more stringent regulations).

Motion carried.

8. Adjournment

By general consent, the meeting was adjourned at 5:00 p.m.



Chairman.

EXECUTIVE COMMITTEE REPORT: Meeting of August 22, 1974

1. Student Petitions / Appeal

- 1.1 Petition for permission to complete 3½ courses in the B.A. (General) program as a Visiting Student at the University of British Columbia: Rosa K. Chow

Miss Chow enrolled in the Faculty of Education in September 1971 and continued in the B.Ed. program until the end of the 1973/74 session. In June of this year, she applied for admission to the B.A. (General) program. At that time it was determined that 3½ courses would be required to complete the B.A. program, Miss Chow having qualified for 11½ credits on the basis of her work in the Faculty of Education (including 7½ credits for courses actually taken in the Faculty of Arts). Shortly thereafter, Miss Chow requested that she be permitted to complete the B.A. degree as a Visiting Student at UBC. The petition was based on domestic grounds: it was necessary for Miss Chow to return to Vancouver to care for her ailing father. The issue was not the number of courses, but the fact that Miss Chow was "a student from another faculty passing through Arts." Nevertheless, in light of the argument advanced by Miss Chow, and her academic record--in particular, the grades obtained in Arts courses--the Executive was inclined to be sympathetic to her request.

Petition granted.

- 1.2 Petition for permission to complete the remaining half-course in the B.A. (General) program as a Visiting Student at Grande Prairie Regional College: Dorothy Buryl Dana (née Norman)
Mrs. Dana was admitted to the B.A. (General) Program in 1970, with five advance credits from Grande Prairie Regional College. She has now completed all the requirements for her program, with the exception of a half-year science course. Her petition for permission to take that half-course as a Visiting Student at Grande Prairie was based on domestic grounds: "I have a husband and daughter who need me here."

Petition granted.

- 1.3 Petition for permission to complete the remaining 2½ courses in the B.A. (General) program as a Visiting Student at the University of Manitoba: Karen Ann B. Gibbs

Mrs. Gibbs was admitted to the B.A. (General) program in September 1973, with credits for 7½ courses taken at the University of Manitoba, plus one course taken as a Visiting Student at the University of Alberta during the 1972 Summer Session. By the end of the 1974 Summer Session she had completed the equivalent of four additional full-courses towards her degree. Her request for Visiting Student status was based on domestic grounds: Mrs. Gibbs is returning with her husband to Winnipeg, where he has been accepted into the University of Manitoba's Landscape Architecture program. The Executive was unwilling to approve a program in which less than half the courses would be taken in this Faculty. Members also took the view that, Mrs. Gibbs having already taken 7½ courses at the University of Manitoba,

the logic of the situation was that she should transfer back to that institution for her degree.

Petition denied.

- 1.4 Petition for permission to complete the remaining 4½ courses in the B.A. (General) program as a Visiting Student at the University of Calgary: Barbara June Herring

Mrs. Herring (née Wiber) was admitted to the B.A. (General) program in 1968 as a mature student and continued full-time in the program until June 1970, at which time she withdrew for medical reasons. Now living in Calgary with her husband and two children, Mrs. Herring petitioned--on domestic and financial grounds--for permission to complete the remainder of her program as a Visiting Student at the University of Calgary.

Petition granted.

- 1.5 Petition for permission to take the remaining 3 courses in the B.A. (General) program as a Visiting Student at the University of Toronto: Elizabeth A. McDonald

Miss McDonald was admitted to the Faculty of Arts in September 1971, with credits for six courses taken at the University of Auckland, New Zealand, plus two courses taken during the 1971 Summer Session at the University of Calgary. Having completed four courses in this Faculty, Miss McDonald accepted employment in Toronto in the field of special education (she has been a certified teacher since 1967, specializing in the field of learning disabilities). On that basis, Miss McDonald requested permission to complete her program as a Visiting Student at the University of Toronto. As was the case with Mrs. Gibbs, the Executive was reluctant to approve a program in which less than half the courses had been taken in this Faculty. Miss McDonald's situation was, however, complicated by the fact that the Student Program Office had inadvertently approved her registration in two courses at Toronto during the month of July. The Executive was therefore prepared to sustain the SPO commitment, on the understanding that the final course be completed on this campus.

Petition for 3 courses denied,
with a proviso for 2 courses,
as noted above.

- 1.6 Petition for permission to complete the remaining 5½ courses in the B.A. (General) program as a Visiting Student at the University of Calgary: Christine Svoboda

Mrs. Svoboda (née Harpe) was admitted to the B.A. (General) program in December 1971 with four credits from Sir George Williams University, and has since completed 5½ courses in this Faculty. Her request to complete the remainder of her program off campus was based on domestic/financial grounds: her recent marriage and move to Calgary. Once again, the Executive felt that it was a case of "too few courses at this University," and that Mrs. Svoboda ought to transfer to the University of Calgary for her degree.

Petition denied.

EXECUTIVE REPORT

3.

1.7 Appeal against denial of application for readmission to the Faculty:
Name Withheld

The student is a "Category C" student who was required to withdraw after the 1972/73 academic year. He enrolled at Camosun College in the immediately following academic year, and failed. He then applied for readmission to this Faculty. The application was denied by the Student Program Office, on the following grounds:

"....Students who are immediately readmitted to the Faculty of Arts after a failed year are put on a probationary status. The conditions of probation are that they maintain a graduating average and that they pass all of the courses attempted. Failure to meet these probationary conditions results in a further requirement to withdraw from the Faculty. Since your academic performance at Camosun College clearly does not meet these probationary requirements, your application for readmission cannot be approved."

The Executive did not find that this student's record at Camosun College supported his argument that he had "pulled himself together" in the past year.

Appeal denied.

1.8 Petition for admission to the B.A. (Special) program, following withdrawal from 4th Year Honors: Thomas J. Zdebiak

Because of financial problems and job opportunities, Mr. Zdebiak wished to complete the requirements for the B.A. (Special) degree by January 1975. The issue was the number of courses: although he has successfully completed 19 courses, a strict application of the regulations governing the B.A. (Special) curriculum would mean that Mr. Zdebiak would have to take substantially more than one further course. The Student Program Office therefore petitioned on his behalf that it be permitted to make a selection and arrangement of his existing courses within the B.A. (Special) curriculum so that, in essence, Mr. Zdebiak would be required to take 2½ courses (including a full junior laboratory science course) to complete the degree.

Petition granted.

Arising out of this petition, the Student Program Office will be asked to prepare a position paper on the case for concessions when students from fourth-year Honors either wish to transfer into the B.A. (Special) or receive the degree forthwith.

Also arising out of this petition, the Curriculum Committee will be asked to study anew the Faculty's requirement of a laboratory science and, indeed, the science requirement in general, there being some question whether, in light of the present watered-down experience, the requirement is functional. Note will be taken of the views of the APAC and the Honors Committee.

EXECUTIVE REPORT

4.

2. Nominations of Departmental Representatives: Chairman's Selection Committee (Germanics)

The following nominations were made by the Executive in accordance with regulations governing membership on such committees [p.236, GFC Policy Manual: "For departments that have less than ten full-time academic staff members...."].

From the Dept. of Germanics
(2 to be elected)

H. Pausch
 M. Prokop
 A. Scott

From the Faculty at large
(1 to be elected)

J. A. Creore, Romance Languages
 M. W. MacKenzie, Classics

The names will be presented to Council on September 17, at which time nominations will be invited from the floor of Council (election to be conducted by faculty-wide ballot).

3. Calendar Insert re: Language Requirement [Insert under section 42.1, as para. two]

The following statement was approved by the Executive, it being viewed as a formulation of existing policy:

Language Requirement: A student admitted to any program in the Faculty of Arts, other than a B.F.A. program, must either present senior matriculation standing or equivalent in a language other than English or take such a course during the first year as part of the program. The decision as to whether or not the course will be accepted for degree credit rests with the Dean and depends on the nature of the deficiency.

FACULTY OF ARTS
ACADEMIC PRINCIPLES AND AIMS COMMITTEE

REPORT NO. 2

A. "Proficiency in communication in English"

1. (a) Introduction. The degrees of B.A. (General) and B.A. (Special) have as one of their objectives the provision of the kinds of knowledge that produce sufficiently tangible skills, especially proficiency in written and oral communication [II B 1(a) ii]. It is written communication that is of primary consideration in this section, written communication of the undergraduate students in the Faculty of Arts; students whose native language is not English and who are not proficient in English are in a different category and should be dealt with differently.

(b) "Proficiency in written communication" implies the ability of students to express themselves well in writing and supposes the value of written communication. The most common shape that this written expression takes is some form of essay or paper. If there is a general devaluation of language, the Faculty should not reflect any such devaluation, but should modify, preserve, elevate and advance the development of language and the ability of individual students to express themselves adequately at least in the main language of instruction of this University.

By "adequately" we mean the ability to write simple, clear, declarative prose that expresses precisely the individual's thoughts, with the mechanics and spelling correct.
2. (a) In theory we can identify two classes of students coming to the University: one group is inadequate in written expression, the others are capable of expressing their thoughts adequately in writing. We have no information about the numbers in each class nor about the degrees of adequacy or inadequacy.

(b) Recommendation 1. We therefore recommend a proficiency examination on entrance to the Faculty, wherein all students (that is, those registered in the Faculty of Arts) would be classified according to their degrees of proficiency in written

expression [cf. I B 5 and II C 2(a) and (c)].

Comment: 1. The point of such proficiency examinations would be to provide information, to identify any problems in writing and to propose suitable solutions. In addition such a proficiency examination might identify possible deficiencies in earlier education that contribute to the problem.

2. The evaluation of the proficiency examination and the correction of deficiencies should be, because of its obvious competence, primarily the responsibility of the Department of English.

-
- (c) Recommendation 2. For students already capable of expressing their thoughts adequately, in light of II B 1(a) ii and I(a) 2(a), we recommend that the Faculty affirm that it is the responsibility of all members of the Faculty of Arts to encourage the practice, exercise and continued development of the students' ability to write.

Comment: The whole Faculty should and must encourage by essays and other forms of writing the practical exercise of the discipline of written expression.

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- (d) Recommendation 3. It is clear that the secondary schools share the responsibility for developing adequate proficiency in written and oral communication. Therefore we recommend that some form of liaison should be instituted among the Faculty of Arts, the Faculty of Education and the Department of Education (e.g., perhaps by a working committee) in order to take some concrete steps to improve, if necessary, the competence of high school graduates in this area.

B. "Some knowledge of Humanities, Fine Arts, Social Sciences and Natural Sciences"

1. Introduction. This was referred to the A.P.A.C. by Arts Council for

suggestions for implementation from the following items in our first report: "An education in the Liberal Arts consists of diversified education in several branches of study. . . whereby some knowledge is gained of Humanities, Fine Arts, Social Sciences and Natural Sciences [I A 2(b)]; the B.A. (General) and B.A. (Special) aim to assist the individual to develop his general intellectual and aesthetic capacities, to develop his experience in prior or contemporary cultures and to learn as many methods of enquiry as possible [II B 1(b)]; exploration does not of itself constitute a diversified education, but may lead to a disregard of integrated humanistic studies while preventing fuller exploration of areas of special interest [II C 1(a)]; a fairly deep acquaintance with at least two fields of study in an essential part of a liberal education [II C 1(b)]; required courses are justified [II C 2(a)]; flexibility in the selection of primary and secondary subjects of concentration must exist [II C 2(b)]." The term "Humanities" in the Arts Calendar includes "Fine Arts" and the term "Social Sciences" includes History and Philosophy [I A 1(a) and note].

2. Possible ways of attaining some knowledge of Humanities, Fine Arts, etc.

(a) The Committee sees several possible ways of ensuring the attainment, and lists them, with some comments below:

i) The present system, as outlined in the Arts Calendar, items 42.2 and 43.1.

Comment: 1. The present system includes, as noted above, Fine Arts with Humanities, an arrangement we regard as unsatisfactory for both areas and the gaining of knowledge therein.

2. The present system includes Philosophy and History with the Social Sciences, an arrangement that has led to some problems.

3. The present system assumes that one course, one usually introductory to specialized studies, is equivalent to "some knowledge." The Committee does not share this view, but points out that a collection of courses introductory to specialized studies leads to a compound of fragments, not to

"some knowledge of Humanities, Fine Arts, Social Sciences and Natural Sciences."

ii) The division of the present "Humanities" into "Humanities" and "Fine Arts," with a Fine Arts component being added to the requirements for graduation, presumably one full-year course.

Comment: 1. This would add one compulsory course to the present number and would doubtless lead to pressure for compulsory Social Sciences and Humanities courses in addition to our present English 200 and two Sciences, i.e. six compulsory courses.

2. It would require rewording of item 43.1.2(3) and other parts of the Calendar.

3. The Fine Arts Departments, from a practical point of view, have indicated their inability to serve adequately any substantial increase in the number of students desiring courses in their area.

4. The objections under Comment 2(a) i) 3 above would apply here as well.

iii) The permitting of two secondary subjects of concentration, one of which would be required to be in an area (i.e. Humanities, Fine Arts, Social Sciences or Natural Sciences) other than that of the principal subject of concentration. The present requirements of English and Science would continue.

Comment: 1. For example, if the principal was in one of the Humanities subjects, one secondary would have to be in Fine Arts, Social Sciences, or Natural Sciences. A student, for example, could have his principal in French, a secondary in Italian, but another secondary would have to be in a Social Sciences discipline, a Fine Arts discipline or a Natural Sciences discipline.

2. This way would effectively prevent any secondary subject of concentration being outside the Faculties of Arts or

Science and would require a review of Arts Calendar 43.1.2(c).

3. This way would encourage some students to explore the Fine Arts area, but would not swamp that area with large numbers, and would cause minimal dislocation in the offerings of the Faculty.

4. Though it is supported by a substantial portion of the Committee, some members pointed out a possible clash with principle II C 2(b), flexibility in the choice of primary and secondary subjects of concentration.

5. It does not necessarily ensure "some knowledge" of all the four areas, but only of two or three of them.

iv) A type of core programme utilizing present course offerings, but subsuming these under a new classification, preserving the English and Language requirements as at present, and the present principals and secondaries, but requiring one full-year course in each of: Fine Arts; Natural Sciences; Central Philosophical Issues; Social and Political History and Problems. The areas are to be defined by the Curriculum Committee.

Comment: 1. A full-year course in each category was felt necessary to gain "some knowledge" more than a mere superficial acquaintance.

2. The divisions reflect the A.P.A.C. Report No. 1 more precisely than the present divisions and return Philosophy and History to the Humanities.

3. The core courses could be taken at any time during a student's programme, but students would be urged to take them as soon as possible.

4. This type of core programme was not supported by the Committee because of: first, the problems of the Fine Arts Departments; second, the realization that an extensive reclassifying would probably raise more problems than it solved.

v) The introduction of a series of new interdisciplinary and multidisciplinary courses, integrating the fields of Fine Arts in a one-year course, of Social Sciences in a one-year course, of Humanities in a one-year course and of Natural Sciences in a one-year course. These could be taken as part of the various requirements, e.g. for registration in junior courses in five different subjects [42.2(1)], for the Science requirement, and for parts of the principal and secondary subjects of concentration, if and when approved by the Faculty.

Comment: 1. These courses will be dealt with more fully below, under the "service function."

2. Such courses, if properly implemented (see below) would help to give the opportunity of gaining "some knowledge" far better than courses designed to serve as introductions to specialized study, as stepping stones to increased levels of specialization.

3. The courses could be at both junior and senior levels; they could be lecture courses, reading courses, "package" courses, at the will of the Faculty.

4. These courses would fit with the recommendations under study by committees of G.F.C. to offer "some interdisciplinary integrative courses."

5. They need not, but could be, made requirements.

(b) The Committee notes the following points:

i) That the union of Fine Arts and Humanities as in the Arts Calendar is now obsolete.

ii) That the current structure of course offerings, through prerequisites and other devices, severely restricts students seeking a "diversified education in several branches of study"; and that, as noted above, a collection of introductory courses does not lead to some knowledge of Humanities, Fine Arts, Social Sciences and Natural Sciences.

(c) Recommendation 1. That the classification of courses in Arts

Calendar item 42.2(3) be revised to separate Fine Arts as a division on the same level as Humanities, Social Sciences and Natural Sciences.

- (d) Recommendation 2. That students be permitted to present two secondary subjects of concentration. At least one secondary subject must be in a division (Humanities, Fine Arts, Social Sciences or Natural Sciences) other than that of the principal subject of concentration.
- (e) Recommendation 3. That the Faculty encourage the formulation of courses of an interdisciplinary and integrative nature as outlined in point a(v) above and in C. below.

C. Service Function of the Faculty

- 1. (a) Introduction. The Faculty of Arts is the one primarily responsible for the guidance of students who desire an education in the Liberal Arts [I A 2]. The Faculty, therefore, has the obligation to teach both students registered in this Faculty and students from other Faculties who are enrolled in courses offered by this Faculty.

- (b) Definitions

The "service function" of the Faculty embraces the teaching obligation of the Faculty to students registered in the Faculty as well as to students from other Faculties enrolled in courses offered by the Faculty.

A "service course" is a course modified from the standard Liberal Arts offering for specific purposes for a specific faculty or discipline. As such, a service course is one of the means by which the Faculty serves particular needs. Service courses constitute a relatively small portion of the service function of the Faculty.

The term "specialist" refers to B.A. (Special), B.A. (Honors), B.F.A. and B.Mus. students.

A "generalist" is a student seeking a broadly based, diversified Liberal Arts education, as defined in the A.P.A.C. Report. (The

term refers to three-year B.A. students, as well as students from other Faculties seeking a Liberal Arts education or portions thereof).

2. General Notes

- (a) Since it is the function of the Faculty to provide a Liberal Arts education, departments are obliged to serve that function.
- (b) Appendix I makes it clear that the current structure of course offerings "protects" a significant number of courses from enrolment by generalist students, through prerequisites and other devices. Students seeking a "diversified education in several branches of study," are severely restricted in selecting a broadly based program of study, and are prevented, therefore, ready access to knowledge offered by departments of the Faculty. It is clear, therefore, that solutions must be sought to make more open, self-contained courses available.
- (c) Since it is the purpose and function of the Faculty to provide the students with the opportunity to gain "some knowledge. . .of Letters (Humanities), Fine Arts, Social Sciences, and Natural Sciences," courses currently offered by departments (disciplines) designed to serve as introductions to specialized study, as stepping stones to increased levels of specialization, are ill suited to the needs of generalist students. A collection of low level specialist courses leads to a compound of fragments, not to "some knowledge of Letters (Humanities), Social Sciences. . .," unless one defines "some knowledge" cynically. The needs of the generalist student will be served adequately only if:
 - i) an adequate number of courses offered by departments is accessible;
 - ii) such open courses are adjusted in such a way that they are self-contained, and not exclusively designed to require follow-up courses;
 - iii) special, broadly based courses are designed which embrace areas larger than those defined by special disciplines (departments). Such courses, in other words, should cross the boundaries of traditional departmental disciplines.

- (d) Recommendation 1. The Committee recommends that measures be taken by the Faculty to ensure that the above conditions (i) and (ii) be met by the academic sub-units of the Faculty and, that (iii) be met by the appropriate committee of the Faculty in light of Recommendation 3. below.
- (e) Recommendation 2. We recommend that the Faculty encourage a close reexamination of all prerequisites with a view to the elimination of as many as possible.
- (f) Recommendation 3. We recommend that interdisciplinary and multidisciplinary Arts Courses should be designed for the four essential ingredient areas of Liberal Arts:

Humanities
Fine Arts
Social Sciences
Natural Sciences.

Such courses should be:

i) examinations of each of the four broad areas identified above.

ii) taught by people from as many disciplines within the area as is reasonable. It is intended that each instructor would be responsible for a single section.

iii) taught by senior faculty; that is, the calibre of such an "interdisciplinary" course must be assured by drawing on the best teachers. The danger of generalizations, over-simplifications, and "surface-skimming" is especially serious in a broadly based course.

Note: The Faculty should negotiate with the Faculty of Science to have such interdisciplinary and multidisciplinary courses instituted in the area of the Natural Sciences. The current practice of students taking a laboratory course seems inadequate to serving their needs to gain "some knowledge" of the Natural Sciences.

- (g) We wish to point out that the traditional role of departments in the education of specialist students need not be jeopardized. Nor should the arrangement of "service courses" be affected.

3. Recommendation 4. The duplication of study situations or courses in the area of the Liberal Arts outside of the Faculties of Arts and Science, as well as within the Faculty of Arts, is wasteful and inefficient and therefore harmful to the university community. We strongly recommend that such practice be forcefully discouraged.

April 23, 1974.

APPENDIX

DEPT.	ANTH	A/D	CLA	C.LIT	DR	EC	EN	FR	FR CAN	GEO	GER	GR	SP	HI	INT. DEPT.	INT. DISC.
200 level full:	open	1	2	3	1	5	0	2	2	1	1	2	1	1	3	0
	restr.	0	1	0	0	5	0	0	2	1	0	4	0	0	0	0
	open	0	0	0	0	0	2	5	2	0	2	0	0	2	0	0
term:	restr.	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0
300 level full:	open	1	4	7	1	1	0	21*	0	0	1	1	0	22	1	0
	restr.	7	10	0	2	9	0	1	2	3	1	8	0	6	1	0
	open	11	0	0	0	1	3	0	0	0	5	0	8	0	23	1
term:	restr.	4	3	0	0	1	23	0	11	0	1	0	2	0	12	3
400 level full:	open	2	2	10	0	0	0	0	0	1	3	0	0	0	0	0
	restr.	14	19	0	5	9	0	2	0	0	1	7	0	6	17	3
	open	2	0	0	0	1	0	0	0	4	13	0	0	0	0	1
term:	restr.	15	1	0	3	3	19	0	14	0	7	1	2	32	4	0
500 level full:	open		0	1		1										1
	restr.		18	0		5										0
	open		0			0										
term:	restr.		0			3										

*Required
200 level
English (all
anyway)

DEPT.	IT	LAT	LIN	MUS	OLD/NEW TEST.	PH	PH St. Jos.	POL SC	PSY	REL	ROM LING	RUS	SCA	SL LIN	SOC	UK
200 level open	2	1	0	0	0	2	0	0	0	1	0	1	1	0	1	1
full:																
restr.	0	1	0	3	0	1	0	0	0	0	0	1	0	0	0	1
open	0	0	2	4	2	2	1	1	0	0	0	0	0	0	0	0
term:																
restr.	1	0	0	6	0	0	0	0	3	0	2	1	0	0	0	1
300 level open	1	0	0	3*		5	0	10	0	12	2	0	2	0	2	0
full:																
restr.	7	1	0	5		1	0	2	0	0	0	0	3	0	0	0
open	0	8	2	6*		9	5	11	0	8	3	2		0	5	0
term:																
restr.	1	0	2	11		13	0	2	7	3	1	5		2	20	5
400 level open	0	0	0	3*		0		0	0	6		0		0	0	0
full:																
restr.	4	0	0	2		2		5	0	0		0		0	0	0
open	0	0	0	16*		0		0	2			0		0	2	0
term:																
restr.	2	1	4	6		40		29	13			15		2	27	11
500 level open				3*												
full:																
restr.				4												
open				13*												
term:				15												
restr.																

* all courses
require consent

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